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THE SCHOOL GUIDANCE SERVICE AT WORK

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PREFACE

The educational and vocational guidance movement in India is still in its infancy. But though, unlike the legendary Mars, it was not born full grown and armed at all points, still the infant has, in a relatively short space of time, shed its swaddling clothes, and is already well past the cradle stage.

Enthusiasts may deplore the fact that its growth has not been more rapid and spectacular, but, all things considered, the authors feel that, while there are no grounds for complacency, the movement is progressing satisfactorily, and that a faster rate of growth might lead to the infant outgrowing its strength, with dangerous after-effects.

What may be termed in military strategy the "softening up" stage, the preparation of the ground for the main offensive is already well under way. The urgency and necessity for educational and vocational guidance has been well canvassed, and there is widespread, though by no means universal agreement among enlightened educational administrators, teachers, parents and the community at large that guidance is a necessary part of progressive education in 20th century, post-Independence India.

The next stage in the immediate strategy of making educational and vocational guidance a functional part of the education provided by every Secondary school in India is for a band of dedicated 'shock troops' (Heads and Teacher-Counsellors, assisted in every possible way by Guidance Experts and the officers of the Education Directorates) to spearhead the guidance movement in selected Secondary schools all over the country. For if the guidance idea takes firm root and matures to healthy growth in even a few schools scattered throughout India, such schools will inspire and serve as beacons to light the way ahead for their weaker brethren, who will ultimately, whether they like it or not, be compelled by their example and by the pressure of enlightened educational opinion in the country to tread the same forward path.

The authors are aware, from their personal experience and their reading, that a few progressive schools in various parts of India have already established the nucleus of healthy guidance programmes, and that many others are taking the first few faltering steps along the same route. They are also aware that the Heads and Teacher-Counsellors in these schools are finding it difficult to plan and execute suitable short and long term guidance programmes because they lack the expert skill and knowledge required, and do not know where to seek for it. Innumerable books have, it is true, been written on guidance in the U.S.A., U.K. and other countries, but in background, content, and outlook they are usually too alien and too far advanced to be of much practical use to guidance workers in a country where guidance is in its infancy.

A fair amount of guidance literature has also appeared in India during the past few years, but it is scattered through a variety of educational journals and magazines, and busy Heads and Teacher-Counsellors can seldom afford the time or the expense of subscribing to and reading a large number of educational journals to discover guidance material suitable for their purposes. Accordingly it seemed to the authors that there was a real need for a basic theoretical and practical study of guidance that would be of assistance to guidance workers in this country in planning and executing preliminary schemes for educational and vocational guidance in the schools. In "The School Guidance Service at Work" they have endeavoured to satisfy this need. They do not claim to have done so completely, or once and for all. To accomplish this would have been a much bigger task, and meant a very much bulkier book! But they have attempted to cover all the salient points, and, while not neglecting the basic theoretical foundations of guidance, to be as practical as possible, drawing on their combined experience as Professor-in-Charge of a State Guidance Bureau and Inspector of an important section of progressive schools, in many of which guidance programmes have already been set up and are maturing, slowly but steadily.

The book is dedicated to all zealous guidance workers in India, but it has been written for a wider audience, for educa-

tional Administrators, Heads, Teachers-Counsellors, Class teachers, parents and guardians, and the thinking community at large, and the special needs of each group have been specifically catered for in particular chapters. For shortness of time it has not been possible to append an Index in the present edition.

The authors, finally, do not claim any infallibility or official sanction for their views and opinions, which are not meant to be *obiter dicta* but suggestions, for trial and experiment, for discussion and debate. If this small handbook can stimulate healthy and constructive criticism and discussion, and be of some assistance to the Head and Teacher-Counsellor of even a single school in their attempt to establish in their school a sound minimum programme of educational and vocational guidance, the authors will be satisfied that their efforts have been well rewarded. For they are firmly of the conviction that success in this vitally important work of guidance cannot, and must not be estimated statistically. Guidance is a personal service, a labour of love, if it is anything; and if a guidance worker at any level can guide even a single boy or girl to find personal, vocational, social and spiritual fulfilment and happiness, he need not be unduly depressed over the ninety nine with whom he has failed, to a greater or less extent, partly as a result of his own deficiencies, partly as a result of circumstances beyond his control. It is to all guidance workers, who approach their task in this spirit of humility, service and dedication, that this book is humbly dedicated.

The Authors.

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PART I
TOWARDS A SCHOOL GUIDANCE
SERVICE

CHAPTER 1

THE NECESSITY FOR GUIDANCE: A NEW PERSPECTIVE

Guidance is a new name given to a practice which has always formed a part of normal school activities. Indeed, in a broad sense, schools have been established for the pupils' guidance, and every activity in them, in some way or the other, is intended to offer guidance to pupils. When teaching had been individualised, guidance was given by teachers on the basis of intimate personal contacts with pupils: such guidance involved all aspects of education, physical, intellectual, emotional, spiritual, and even vocational, for education was definitely geared to the vocation of the class and caste for which it was intended (e.g. Brahmins in ancient India).

But with the growth of numbers in schools, and the introduction of class-teaching, it became necessary to tackle guidance problems on a group basis. In course of time, guidance began to be limited to intellectual guidance, and group examinations and class promotions remained the only two systematic guidance activities undertaken by the vast majority of schools.

The throwing open of the gates of schools to all, (bringing in pupils with subnormal intelligence as well), the rapid industrialisation of modern society, the increasing complexities of vocations and the decreasing educational potentiality of the family, the Church, Mandir or Mosque, and other social institutions necessitated a widening of the scope of school guidance activities. In the meantime, vastly increased knowledge in the field of education and mental measurement led to the development of new techniques to cope with the problems of guidance. Under pressure

of these circumstances the School Guidance Service was given an independent status, and a distinction began to be made between scientific and unscientific guidance in schools.

Need for a Guidance Service in Our Schools

Our present system of education was developed principally with a view to provide English-knowing clerks for the East India Company which found it too expensive to import its low paid officials from home. But its gradual acceptance as the national system of education, coupled with revolutionary changes in our society, threw it completely out of gear and it began to breed more problems than it solved. Many Commissions were appointed and many reports were written on the re-organisation of our educational system even during pre-independence days, but a foreign administration found it too much of a task to put the recommendations of these reports into practice.

With Independence, we have had to tackle more seriously the pressing problems of national educational reconstruction. A planned society needs planned education, and planned education needs scientific guidance, for the existing gap between society and the educational system has to be bridged at all costs. The following problems especially, arising out of the lag existing between the school and the society, cry aloud for solution:

School Problems: (1) Wide-spread scholastic backwardness and enormous wastage at all stages (2) Poor social relationships (pupil-pupil, pupil-teacher, teacher-teacher, and teacher-Head) (3) Personal problems and frustrations; emotional and mental conflicts, specially of adolescent pupils, resulting in indiscipline and delinquency.

Social Problems: (1) The lop-sided development in the employment market—overwhelming surplus of manpower in certain categories of jobs, and acute shortage in certain others (2) An ever increasing number of social misfits as a result of inadequate preparation for modern social living (3) A partial or total failure to accept the values needed for the new pattern of society which is rapidly taking shape.

A scientific guidance service cannot be expected to solve once

and for all these and similar problems ; it can only be expected to help towards their solution, and thus to promote the best interests both of the pupils and of society. It can also provide a link between the needs of the pupils and those of the society, and make them complementary to one another. Thus a guidance service is not only needed for the improvement of our schools, but also for the planned development of our society.

Attempts at Developing a Guidance Service in Our Country

The scientific guidance movement in India may be said to have begun with attempts to develop Intelligence tests. Scores of our young men having completed their studies in Education or Psychology in the U.K. and the U.S.A. returned with great faith in the ability of intelligence tests to predict the future achievements of children. Many of them began the adaptation of foreign tests or the construction of new tests for use in our country and there was appreciable activity in this field in University Psychology Departments and Graduate Teachers' Training Colleges.

In the meantime, because of the rapid increase in the number of educated unemployed, the need for guidance began to be felt at the University level ; a few Universities established Guidance Bureaux to supply information about courses and careers to students in order to lead them from more crowded avenues to less crowded ones in the fields of education and employment. This need was felt more keenly as the Universities began rapid diversification of their courses and the various avenues of employment became more specialised.

The movement for mental measurement, coupled with an over-competitive employment market, also set more enlightened parents searching for the lines in which their children might score their best. In order to assist them the Calcutta University Psychology Department opened a Vocational Guidance Service, in which, against the payment of a small fee, it administered certain psychological tests to students, and tried to predict the course of study or the vocation best suited to their abilities and aptitudes. Certain non-official bodies, such as the Parsee Pan-

chayet in Bombay, the Rotary Club, and the Y.M.C.A. also began pioneer work in another field of vocational guidance e.g. by publishing literature containing information about different types of courses and careers. But it was the Secondary Education Commission (1954) which really focused the nation's attention on guidance work at the pre-school level. It strongly advocated the establishment of a School Guidance Service, and connected the idea of vocational guidance with that of educational guidance. To develop the idea further, an All India Seminar on Educational and Vocational Guidance was held at the Central Institute of Education Delhi, at the initiative of the Institute, in March 1953. The second seminar on the same problem was held at the same place in November 1954, at which the third seminar was invited to Baroda by the Faculty of Psychology and Education of Baroda University. The third Seminar met at Baroda in February 1954 and decided to form the All India Association of Educational and Vocational Guidance.

In the meantime, some of the State Education Departments had taken steps for the introduction of guidance work in schools. The Bureau of Psychological Research was established at Allahabad by the Government of U.P. in 1948, with the systematic development of psychological tests and training of guidance personnel as its principal aims. The Government of Bombay started a Vocational Guidance Department in 1950. The Bureau of Educational and Psychological Research was established by the Government of West Bengal in 1953, with educational and vocational objectives.

In pursuance of the basic recommendations of the Secondary Educational Commission on guidance, the Government of India accepted the responsibility of stimulating the setting up of guidance services in secondary schools; it established the Central Bureau of Educational and Vocational Guidance in 1954. It also adopted the enlightened policy of giving financial aid to States desirous of setting up State Bureaux of Educational and Vocational Guidance. As a result many States established such Bureaux. Thus when the All India Association of Educational and Vocational Guidance was established at Baroda, there were quite a few persons present wholeheartedly devoted to the furtherance of the guidance movement.

The establishment of Multi-purpose schools gave additional impetus to the school guidance movement. They created the immediate problem of guiding pupils to the different "streams" available, on a scientific basis, to avoid as much wastage as possible. Scientific guidance is today considered to be a *sine qua non* for the realisation of the vital idea that education should be tailored to the interests, aptitudes and abilities of the pupils. Realising this fact, the Union Ministry of Education, convened an important seminar in 1956 of selected heads of Multi-purpose schools, Directors of the Bureaux of Education, and other experts to consider the special problem of Guidance in Multi-purpose Schools. Thus a happy combination of expert initiative and State patronage has already been secured for the school guidance movement in this country. But, as it frequently happens to all movements which endeavour to anticipate the future, the majority of those who will be directly benefited from the movement (the pupils, the teachers, and the parents) do not seem to be ready to welcome it as yet. Considerable educative propaganda of the right kind will be needed before they learn to appreciate the immense benefit which is potential in the guidance service.

School-Guidance—What it Involves

Let us now try to understand exactly what is meant by school guidance. School guidance, in a nutshell, endeavours to provide educational and vocational guidance to pupils. As has been stated before, educational guidance is not a new idea. Every planned educational activity in the school may be described as educational guidance, guidance designed to help the pupils to develop in the desired manner. School-promotions, class lessons, drawing up the time-table, attempts at improving behaviour etc. can all be cited as examples of educational guidance activities. In short guidance which aims to assist the physical, intellectual, emotional, moral and spiritual development of the educand may be defined as educational guidance. Such guidance has always been part of the work of good schools. The thinking of vocational guidance and educational guidance is, how-

ever, a new idea. Vocational guidance, considered by itself, aims at helping people to choose vocations best suited to their abilities, aptitudes, interests etc., to train for them, and to enter and progress in them.

Taken together, the overall aim of educational and vocational guidance may be defined as helping to promote the physical, intellectual, moral and spiritual development of the educand, to prepare him for the vocation best suited to his abilities, aptitudes and interests, a vocation through which he may find the greatest measure of self-fulfilment, and happiness, and be of greatest service to society. Because of past traditions in our country, this combination of education and preparation for a vocation in a single concept will not be palatable to many. But a little deep thinking will reveal that neither is education so divine, nor a vocation so mundane that they cannot complement one another. An individual learns equally through vocational activities as he learns through what we usually call educational activities. A man is educated primarily through his activities and experiences; such education is continuous and extends from the cradle to the grave. There would be less conflict in his life, his education would be less inadequate, if all the major activities in his life, including his future vocation, could be visualised, and if he could be prepared accordingly. In modern society, especially, vocational activities are of vital importance in the life of an individual, hence to avoid contradiction and unhappiness in his life and to minimise the necessity of re-education under the stress of circumstances, it will be best if the education of the individual can broadly be in consonance with his future vocational role.

To-day vocational and educational guidance must go hand in hand. In modern societies, the vast majority of jobs are so complicated that they require long education and training, and, as such, vocational guidance is ineffective without educational guidance. After a young man has graduated in Arts, for instance, there is no point in telling him that he could have done much better in technology, or that he would have a much better chance of employment as a scientist. On the other hand, educational guidance in its turn becomes more concrete and meaningful if it keeps an eye on the future vocational role of the educand. The above example should not be interpreted to mean

that the scope of educational and vocational guidance is limited to guiding pupils towards making a choice between the different courses of studies available to them. The concept of educational and vocational guidance should be broadened to also include help extended to pupils in fighting educational backwardness and problem behaviour. For example, if a particular line of studies is otherwise best suited to a pupil, but if he cannot pursue it because of backwardness in a particular subject or because of certain emotional maladjustments, attempts should be made in good time to remedy this unfortunate situation. To take a concrete example, a pupil may rate potentially fairly high in number ability, his general intelligence may also be of a high order, yet he may not be found suitable for the science course because, for some reason or the other, he has become backward in mathematics; again, though otherwise suitable, an individual, may not be able to take the medical course (which requires surgery) because of extreme nervousness. Such drawbacks, if detected in time and if suitable remedial measures are used, can be overcome, and the pupil enabled to pursue the career in which he can most completely fulfil himself and be of greatest service to his fellows.

Though educational and vocational guidance is being talked of in our country mainly with reference to the Multipurpose school, no type of school can avoid the responsibility for its provision. In a national system of education, there cannot be different objectives for different types of school. Unilateral, bilateral and multipurpose schools must be considered as integral parts of one and the same system of education, for, unless there is sufficient mobility of pupils between them, the system of education which is being evolved could not claim to be a truly national system of education. Whatever opportunities of diversification we may be able to provide should, therefore, be considered as opportunities for the pupils of the nation and not for those of particular schools. Hence the problem of guiding pupils to choose between diversified courses exists even in unilateral schools.

Is Guidance a Luxury ?

Educational and vocational guidance should be a common objective of all types of existing secondary schools. But since in India today neither jobs nor education are questions of choice for the vast majority of people, many consider that educational and vocational guidance, in the present context, is a luxury and of very little practical value or importance. Such people point out that, despite obvious potentialities and ambitions, many cannot pursue their desired course in life for want of finance. Further, they argue there is such scarcity of jobs in our country that most people in India have to take almost anything that comes their way. Such critics forget that any guidance worth its name must consider individual potentialities as well as social opportunities, and that even though a guidance service cannot expect to be able single-handed to change the existing social situation, it can make contributions worthy of consideration and appreciation to the partial amelioration or total eradication of existing socio-economic maladjustments.

Firstly, when job opportunities are extremely limited, when the employment market is most competitive, is it not of no little advantage to know where one may score his best? Again, because of a defective educational policy in the past, there has been a lop-sided development in our employment market; we do not have nearly enough qualified people for certain categories of jobs, while we have over-crowding in certain others. Guidance can make a definite contribution in improving this anomalous and tragic situation. Lastly, a planned economic development, such as the Second Five-Year Plan envisages, must be based upon planned utilisation of the country's manpower if it is to be a success. Guidance is necessary to achieve this objective.

Guidance and the Basic Needs of Youth

While guidance may be used to further the cause of social and national progress, yet its primary purpose must always be the service of the individual pupil. The main task of guidance in school is therefore to help the institution to meet more fully the basic needs of the young people entrusted to its care, as indi-

viduals and as present and future members of social groups. Indeed no plan for the reorganisation of education in India can succeed if the real needs of her youth continue to be neglected in the future to the same extent to which they have been neglected in the past. Few will deny that, to a greater or less extent, our schools have been sadly remiss in shouldering their responsibility to provide a comprehensive educational programme to meet the real needs of youth, both as individuals and as members of society. When two or three out of every five children in the primary school drop out before reaching Class IV; when large numbers of those who go to High School drop by the wayside due to economic factors, lack of interest and ability, necessity to conform to narrow academic patterns, adherence to rigid curriculum, lack of individual guidance etc., and of those who stay the full course over 50% fail to pass the School Final Examination, it is surely adequate proof that the real and significant needs of youth are not being met in the nation's schools.

Such needs are of two kinds. There are the common needs to develop a well-rounded personality and many-sided interests, to become good citizens, to lead healthy and productive lives, to be prepared to earn a good living, and lead a good life etc. And, over and above these, there are special needs, created by individual differences between youth—differences in intelligence, ability and aptitudes, in occupational interests, attitudes and points of view, in caste, creed and family background, in social and economic family circumstances, in physical and mental health, emotional stability and moral stature, and in vocational ambitions.

A good educational system must cater not only for the common needs of its pupils, but also for each pupil's special needs, if he or she is to develop as a well-integrated personality and to be successful at school and in later life. School guidance has a particularly important role to play in this respect. Some of these special needs, which are of particular interest from the guidance point of view, are listed below:—

1. Every pupil needs an adequate period of schooling and an education tailored to his special abilities and interests so that he may achieve a satisfying measure of success at school and not be subjected to repeated failure and frustration.

2. Every pupil needs help either in overcoming individual handicaps and limitations or in facing up to and learning to live with them. He needs to be helped to discover and develop his special talents, recognise his limitations and, in the light of them, to choose an educational programme suited to his abilities and aptitudes which will in turn lead to a suitable vocation on leaving school.
3. Every pupil needs an opportunity at school to start thinking seriously about his vocation and to start a long term preparation for it, and he needs every assistance to follow it on leaving school.
4. Every pupil needs to be helped in acquiring the difficult and complex art of living in harmony with himself and *with his fellow men*, whether they be his companions or persons older or younger than himself, whether they be superiors or inferiors, relatives, friends or enemies.
5. Every youth needs special help in adjusting to the strains and stresses of adolescence, and to make the difficult transition from adolescence to maturity as painlessly as possible.
6. Every youth needs special help in assisting him to analyse and understand himself as a person, for, without such self-knowledge, no progress is possible.

Are our schools meeting these, and many other similar special needs of youth? Some schools are to some extent; the majority have a long way to go before they can really claim to be meeting these needs with any degree of success or efficacy.

It is in this vital area of human needs that the Guidance Service in a school will have a specially important role to play, for any guidance programme worth the name will be specially concerned with such human needs. The responsibility of endeavouring to meet these special needs must rest with both the parents and the schools; and in the schools the entire staff, under the Head, must co-operate in the endeavour to do so. It is through the guidance programme, and trained guidance personnel especially, that the leadership and expert assistance will be provided to meet the special needs of youth, while the school curriculum and methods of teaching, and general aspects of school life can be used to satisfy the needs which all young people have in

common. The nation's schools in a welfare, democratic state like ours, have the inescapable duty of setting up, as soon as possible, adequate guidance programmes so that they may respond much more fully and satisfactorily to the varying needs, interests, aptitudes and abilities of their pupils in the future than they have done in the past.

CHAPTER 2

DIFFICULTIES IN SETTING UP A GUIDANCE PROGRAMME IN OUR SCHOOLS

Every Secondary school in India has the responsibility to provide a comprehensive programme of educational and vocational guidance for all its students during the period of their education in the school, and for as long after they leave school as may be necessary and feasible. The urgent need for providing such guidance to boys and girls in our Secondary schools has been underlined in the previous chapter, and there are welcome signs that a clear realisation by educational administrators, heads and teachers of their inescapable obligation to provide basic guidance programmes for all the pupils under their charge, will not be long delayed.

But many serious obstacles and difficulties still exist, and will have to be overcome before basic guidance programmes in Secondary schools in India become the rule rather than the exception. In this Chapter we will examine a few of the more serious of these difficulties, and suggest tentative solutions.

Guidance is one aspect of the wider problem of the education of the whole child, and, as such, the development of basic guidance programmes in our schools is dependent, to a large extent, on the solution of educational problems of a more general character.

This is neither the time nor the place to attempt to cover exhaustively the general educational obstacles that retard and restrict the development of adequate guidance services in Secondary schools in India. But it is perhaps, pertinent, to highlight a few of the more significant.

Administrative Obstacles

In general the very structure of the educational system in India, especially at the State level, is in conflict with the basic principles underlying guidance. Excessive centralization and an

authoritarian line-and-staff administrative set up, both at the State and the school level, hardly provides the ideal psychological climate for the healthy growth of guidance services. The authoritarian frame and temper of actual school administration in India influences all aspects of education: it finds expression, inter alia, in an overemphasis on formal, externally imposed discipline; in traditional methods of teaching where the teacher teaches and the children are passive recipients; in the teaching of subject-matter which the teacher considers important, rather than in the development of the pupils' abilities and aptitudes; on the coaching of students for public examinations, rather than their preparation for the battle of life! Guidance is essentially a personal service in which human relationships are of primary importance. Unless and until the entire network of human relationships between superiors and subordinates, between Directors of Education and the Inspectorate, between the Inspectorate and the Heads of schools, between the Heads and their assistant staff, and between teachers, children, and parents is made less Bureaucratic, rigid, and impersonal; unless, in short, the entire educational system at all levels is humanised, the seeds of guidance will be planted on stony ground, and will languish and die.

Obstacles in Schools

Rigid syllabuses, over-emphasis on external examinations, overcrowded classes, low-paid teachers are factors which interfere with successful guidance work in school. Moreover, guidance cannot be a success unless appropriate activities are introduced in schools to develop the interests of pupils (Hobbies, Clubs, Visits to places of employment etc.). Guidance activities (e.g. career talks) also demand certain hours from the school timetable. These conflict with the demands of overcrowded curricula, rigid syllabuses and external examinations. Heads and teachers are most reluctant to reorient the school activities and provide time for guidance activities within the Time-table. Again overcrowded classes interfere with the development of intimate personal relationships between teachers and the pupils; in them such relationships become formal and unsatisfactory, whereas

successful guidance depends upon happy personal relationships between teachers and pupils. Further, guidance work cannot succeed unless the school and the pupils are the main centre of interest of the teacher. As things stand in our country many teachers should only be considered half-employed in the school, for they frequently have to work in other places to earn a subsistence wage. Naturally they grudge any and every piece of extra work; often they also lack the devotion and spirit of service needed in guidance work. In short, improvement of the general educational situation in schools and guidance work have a complementary relation—one contributing to the success of the other. As such, work should begin from both ends simultaneously, so that there may be general improvement of the education provided in our Secondary schools.

Teachers Resistance to Guidance

Considering the above circumstances, we should not be surprised that while many progressive Heads and teachers in various parts of India have welcomed the guided movement, they are in the minority, and in the minds and attitudes of perhaps the majority of Heads and teachers there is still a conscious or subconscious resistance to the whole idea of guidance. This resistance is due to many causes—ignorance, culpable or invincible, fear of the additional work and responsibility guidance entails, nostalgia for the “good old days” and resistance to “new fangled ideas”, and other similar causes; it reveals itself in such commonly heard verbal comments as the following:—

“Our classes are so large that we do not have the time to be concerned with the individual.”

“We have been doing guidance for years without boasting about it.”

“Guidance may be all right in the U.K. & U.S.A., but it is a luxury in India for we have neither the time, nor the ability, nor the money for it.”

“The parents far from helping us will oppose and neutralise our efforts.”

There is an element of truth in all these statements, but a closer examination will reveal that they are, for the most part,

due to the lack of dynamism and faith in their work, which teachers in our country develop because of the social, economic and school situation in which they have to live and work. To rescue the teachers from such negative attitudes of mind is largely the responsibility of society, and has to be done for the sake of future generations. Along with this there should be a direct approach to tackle the problem psychologically and educationally. The struggle to make the Heads and teachers guidance-conscious will be a long and uphill one; but it must be systematically and relentlessly pursued till the victory is won.

Parental Blocks

Schools are, or should be, community institutions; without the wholehearted co-operation of parents and the community at large, much of the good they are attempting to do will be undone. This is especially true of an essentially personal service like educational and vocational guidance. Most Indian parents have no clear conception of what vocational guidance aims to do; they tend to be indifferent, apathetic or hostile towards it, because they feel it might interfere with what they consider to be their parental right, to choose the vocation their children should follow. Parents must be educated to realize that any "direction" of the children, either by the School authorities or themselves, is equally wrong; they must be convinced that self choice of a vocation is an educational "right" of every boy and girl, and that unless this right is acknowledged, in practice as well as in theory, any attempt at providing effective guidance in the schools will be still-born. The general public also approach this problem with their usual mixture of ignorance and cynicism, and guidance is ridiculed as another expensive fad imported from the West. They have to be educated to its necessity and value in our social set up.

Technical Obstacles

Besides the general problems indicated above, there are many technical problems directly associated with the guidance pro-

gramme. Among some of the most pressing that will have to be solved before an adequate guidance programme can be established are the following:—

The development of guidance programmes in schools in India is severely handicapped because many of the necessary tools and materials necessary for carrying them out are not yet in existence. To give one example, a variety of reliable tests (Intelligence and aptitude tests of attainments, personality tests etc.) in various areas is still not available. It is true that Central and State Educational and Vocational Guidance Bureaux, University Departments of Psychology. Teachers Training institutions and individual research workers have been on the task for some time now; still there are not many tests with either reliability and validity fairly established, and norms properly determined. Further, the practice of maintaining Cumulative Record Cards, which are considered as another of the important guidance tools, does not exist in the majority of schools. And, finally, we lack literature containing dependable, adequate and up to date information about courses and careers. For though valuable pioneering work in this direction has been done by the Directorate of Resettlement and Employment in New Delhi (now the Ministry of Labour), one or two of the State Educational and Vocational Guidance Bureaux, the Rotary Club, the Parsee Panchayat, Bombay, and various Commercial organisations of one kind or another, well designed occupational and educational information suitable for use in the schools is sadly lacking.

However, it is encouraging to think that though we may not have adequate tools at the moment, they are well in the way of preparation, and, within a reasonable time, guidance workers may expect to be provided with better tools to do their work more satisfactorily.

Over-emphasis on book-work and lack of appropriate co-curricular activities in our schools to cater for and develop the interests and aptitudes of pupils is another major obstacle to satisfactory guidance work. Observation of the pupils in relevant activities can in many cases give us more dependable diagnostic information about them than psychological tests, how-

ever carefully standardised. Again, interests and aptitudes of pupils are not only^s manifested, but also developed through appropriate curricular activities. Greater attention has to be devoted to curricular modification and to the introduction of new types of co-curricular activities in our schools, if success in guidance work is to be facilitated. Finally, guidance work at school has to be pursued through other agencies such as Youth Employment Bureaux even after the child has left the school.

Trained Personnel Shortages

Shortage of adequately qualified guidance personnel is likely for a long time to remain a major obstacle to successful guidance work in our country. The classroom teacher is the backbone of the guidance programme, hence in his professional preparation he should be acquainted with the general principles and the essential techniques for the work. But unfortunately the majority of our teachers Training Institutions have not as yet risen to the occasion, for in their training programmes they tend to pay little attention to guidance, and to emphasise^s subject matter, contents, and methods of teaching at the expense of selected experiences in psychology, aimed at understanding the individual pupil, which would be of great value for later guidance work. It is true that every Training College or Department provides a compulsory course in Educational Psychology for its students, but the content of such courses frequently tends to be out of date and inadequate, and their translation into practical classroom application leaves much to be desired. Guidance will advance in direct proportion to the progress which is made in stimulating teachers to educate the whole child, and to recognize this as the major purpose of education. Besides the classroom teachers, specially trained teachers (Teacher-Counsellors) are essential for guidance work; special training courses have to be provided for them. It is encouraging to note that the Central and State Bureaux have already undertaken the task. But there should be a definite scheme drawn up by every state Department of Education to expedite the work and to ensure the supply of at least one Teacher-Counsellor to every High school within a reasonable time. In

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addition to the Teacher-Counsellors, there should be another category of school guidance workers—Guidance Consultants—they should be Specialists, available for consultation and help to Teacher-Counsellors (a group of schools may have one such expert). The training of such workers has not as yet been taken up in many States. University Departments of Education and Psychology, Teachers Training Colleges, and the Central and State Bureaux should take up the work at the earliest possible moment.

Other Handicaps

Another handicap to guidance work is the absence of a satisfactory relationship between the teachers and the parents. Reports and records are of course maintained in many schools, and sent out regularly to parents, but they are seldom designed for the purpose of studying and knowing the pupil, and are records of achievement rather than of abilities, potentialities and personality traits.

Personal conferences are seldom held; if they are, they are usually of an unpleasant character, involving breaches of discipline, and tend to be head or teacher-dominated. Most schools consider their work complete when they have helped a boy or girl to pass his school-leaving examination, and provide little or no guidance as to the student's future which they consider to be entirely a parental responsibility. Further, schools rarely or never assume any responsibility for placement, and follow-up services do not exist. Hence much spadework will have to be done in the schools before the foundation of a minimum guidance programme can be laid.

Post-School Deficiencies

Last of all, the guidance work begun at school has to be continued even after the child has left the school. The youth of the nation are its most precious asset. In India unfortunately our young people are sadly neglected to a marked extent in the schools, but still more once they leave school. Agencies such as Youth Employment Bureaux, Youth Clubs, Community Centres,

and similar social service agencies, which should be freely available to help young people who have left school to find their feet in the world, are either non-existent, or, if they do exist, their efforts are too uncoordinated, diffused and ineffective to serve youth steadily and effectively. The lack of coordination and integration of community resources in the service of Youth is a major guidance problem which will have to be solved before guidance can be fully effective in providing for young people, about to leave school, a bridge between the sheltered world of the school and the complex adult, work-a-day world outside the school walls.

The list of obstacles tabulated above, though staggering, should not be disheartening. True, difficulties exist that hinder the development of an adequate guidance programme in Indian schools; yet many recent developments in this relatively new educational field hold fair promise for the future, if conditions permit them to take root, grow and branch out throughout the country.

Grounds for Hope

There has been a great deal of enthusiasm for educational and vocational guidance since Independence, and the Guidance Movement has gone from strength to strength. The Secondary Education Commission devoted a whole chapter of its forward-looking Report to the principles and practices underlying a sound Guidance programme, which the Commission considered basic to the future progress and development of Secondary Education in India. Largely as results of its recommendations a Central Bureau of Educational and of Vocational Guidance, and several State Bureaux of Vocational Guidance have been set up, which have, in the short period of their existence, carried out much valuable pioneering work.

Slowly but steadily an active interest in guidance is developing not only among educational administrators, Heads and teachers, but even among parents and guardians and the community at large.

Evidence of this growing interest is reflected in the fact that popular articles on various aspects of guidance frequently appear

in widely circulated newspapers and magazines, and problems related to guidance are current topics of discussion in many professional and lay discussion groups.

All these factors are helping, in terms of military strategy, to "soften-up" the ground in preparation for the main attack to win over the country as a whole to a clear realisation of the urgent necessity of guidance. That attack is already under way, but in view of the present authoritarian administrative set-up, and of the persistence of outworn educational traditions, the struggle is likely to be a long and protracted one. Yet, as indicated earlier, there are favourable factors, the most favourable of which is the undoubted fact that the number of administrators, heads, teachers and parents who have a clear understanding and conviction about the importance of guidance is clearly increasing.

Suggested Remedies

It remains for us to suggest some measures that will help to overcome, or at least minimise, existing obstacles to the rapid spread of the guidance movement which have been indicated earlier in this chapter.

Ten-point Programme for Guidance Work

The development of the guidance programme must be attacked at different points. There is no single starting place, and the road ahead is long. The Ten-Point programme outlined below is framed within this setting.

1. The task of "selling" guidance must continue and be intensified. Many seeds have been sown. The first tender shoots that have emerged must be nourished and helped to grow into healthy plants. It is recommended that the procedures that have been used in the past, as well as those now in operation, be continued for this purpose. They involve the strengthening and extension of the work of the existing Educational and Vocational Guidance Bureaux, and starting of new ones in States which have not yet set up such a Bureau; the stepping up of research to

provide the necessary tools and materials for guidance; the holding of extended and short courses in guidance principles and techniques for Heads and teachers: the initiation and development of pilot guidance projects in selected schools; the mobilisation of the Press, Radio and other effective means of mass propaganda to make parents and guardians and the country as a whole guidance-conscious.

2. More social-service agencies such as Youth Employment Bureaux, on the model of those which function so effectively in the U.K. and on the continent set up by the State and voluntary agencies, and Youth Clubs and Community Centres in villages and towns, providing wholesome recreation and further education and training for post-school youth, must be started; and the existing agencies serving youth must be more effectively co-ordinated and utilised. The very nature of the guidance programme demands the effective utilisation of all community agencies that can contribute to the needs and the service of youth. One of the major reasons why the existing community agencies serving youth in India cannot make a really effective contribution is because they lack trained, devoted personnel, and are cut off and isolated from one another. It is strongly recommended that every State should appoint a special senior officer in the Education Directorate whose major responsibility will be the Welfare of Youth. It will be his responsibility to initiate suitable Training Courses for Youth Welfare workers of all kinds, and to bring together representatives of all the agencies working for youth (the Employment Bureau, the Schools, Social Welfare agencies of all kinds etc.) and co-ordinate and integrate their work and activities so that the maximum effectiveness results.

3. An extended, in-service education and training in guidance principles and techniques must be provided by Vocational Guidance Bureaux to selected Heads and teachers from co-operating schools all over India, and suitable compulsory basic courses in guidance must be immediately incorporated as an integral part of the training given to all intending teachers, especially at the secondary level. There now exists in every State a small group of administrators, Heads and teachers who hold the conviction that guidance programmes are essential. In many cases they are attempting to start guidance work on a small

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scale in their respective schools, but, because they lack sufficient background, experience, and training, it is likely that they will not be very successful, and it is conceivable that inevitable frustrations may result in the abandonment of their promising ventures into this new field. It is essential that the number of persons equipped with a basic knowledge of guidance techniques and practices be rapidly increased to break down the sense of isolation of the present pioneers in the schools, and that advanced courses be provided for these pioneers so that they may be better equipped to carry to a successful conclusion the vitally important work they have undertaken.

4. Individual schools must be educated to assume responsibility for developing minimum guidance programmes. While State Vocational Guidance Bureaux will be available to help the schools, School authorities should realise that they must shoulder the primary responsibility for developing their own guidance programmes, within the framework of their capacity to do so.

From the point of view of guidance, schools in India may be divided into two categories. One category consists of those schools where guidance is unknown, and perhaps unwanted. This category comprises the majority of schools. The second category comprises schools which have a partially trained Teacher Counsellor on the staff, and which have a real interest in, and some knowledge of and conviction about guidance and its role in the school.

In relation to the first category of schools it is recommended that persistent attention be given to convincing them of the necessity and urgency of guidance. This is the first step to be taken with regard to such schools. With regard to the second category it is recommended that with the help of Guidance Consultants and other experts from the Vocational Guidance Bureaux and University Departments of Education, such schools should be encouraged to appraise their own situation carefully and objectively, and, in the light of their own strengths and weaknesses, set about building up effective minimum guidance programmes. The content of such a programme, and the steps that should be taken towards building it up in schools will be explored in detail in a later chapter.

5. Objective tests that are now available should be used where feasible, and the V. G. Bureaux and University Departments of Education should step up their programme of providing at least such minimum tests as are absolutely essential for a basic guidance programmes in schools, specially verbal and non-verbal intelligence tests and tests to measure special aptitudes and interests. Where standardised tests of intelligence, achievement, and personality have been constructed in various States, every effort should be made to acquaint schools with such tests, and every encouragement and assistance given to them to make an effective use of them. It is realised that the widespread use of such tests will be hampered by the lack of personnel trained to administer, and more especially interpret them. The administration of tests requires some basic expert knowledge, but it should not be difficult for Vocational Guidance Bureaux and University Departments of Education to effectively train a teacher or few teachers in each school in the essentials of test administration; the interpretation of test results should be left to trained Teacher Counsellors and the Guidance Consultants from the Vocational Guidance Bureaux working in close co-operation. It is true that, as with any tests, those developed at various State Vocational Guidance Bureaux, require continuous refinement before they can become completely valid and reliable testing instruments. However, the actual use of tests by the schools must begin sometime, and it is felt that many in existence could and should be used immediately without waiting for further refinement to take place. Refinement may be carried on simultaneously with continuous use. The precise way in which such tests should be used to be most effective, and their many limitations, will be dealt with further in the book. There is, finally, a need for the All India Association of Educational and Vocational Guidance to co-ordinate research activities which have a direct bearing on the formation of suitable tools for guidance to prevent duplication and overlapping.

6. Cumulative Records should be speedily introduced into all secondary schools, for, without them, no real guidance is possible. Vocational Guidance Bureaux should help the schools to draw up adequate Cumulative Record Cards, and provide practical, on-the-spot guidance assistance in their proper maintenance and use.

7. Guidance materials need to be provided on a more adequate and functional scale. There is a definite lack of guidance materials suitable either for use in the school or in the Teacher Education institutions. Ways and means of providing such materials, as soon as possible, must be found, and the activities of all bodies busy with this task should be co-ordinated so that there will be no unnecessary duplication and overlapping.

8. Existing and future Vocational Guidance Bureaux should widen the scope of their activities, and should be given the necessary encouragement, staffing and finance to enable them to do so. At the present time most Vocational Guidance Bureaux are concerned primarily with the construction and standardisation of tests, and training of guidance personnel. They should continue this good work, but should in addition provide descriptive occupational and educational information, and individual and group counselling; they should further organise regular basic and advanced in-service training programmes in guidance, and act as focal, energising and resource centres for guidance activities in the State. The matter is dealt with more fully in a later Chapter.

9. Schools should maintain contact with, and provide guidance services to former pupils. Such guidance is essential if such pupils are to bridge successfully the gap between school and work, and adjust themselves to life speedily and effectively and with the minimum of frustration, heart-break and failure.

10. Schools must, in and out of season, use all their energies to win and hold the active support of parents, guardians, employers and the community at large for the guidance programme, for, without this active co-operation, little good will come from even the most elaborate School guidance programme.

These are the minimum measures that should be taken to overcome existing difficulties that retard the establishment of guidance as an integral part of the educational set-up in High Schools in India. If a start is made to implement these and other measures outlined in this book, the guidance movement will take firm root in India, and in time blossom and yield abundant fruit.

CHAPTER 3

THE ORGANISATION OF AN EFFECTIVE GUIDANCE SERVICE IN INDIA

Under the Constitution, education is a State subject, hence the provision and organisation of an effective guidance service will inevitably be conditioned, to a large extent, by the existing pattern of educational administration which is fairly uniform in most States in India. This pattern, which tends to be excessively rigid, centralised, bureaucratic and impersonal, is far from ideal from the guidance view point; however, since there appears little likelihood that it will in the near future be scrapped or radically transformed, we must, perforce, accept it, and plan as effective a guidance service as is possible within the limitations of the existing system of educational administration.

The organisation of the guidance service in a State should be at two levels, the Administrative and the Technical.

The Role of the Administration in Guidance

The present system of educational administration obtaining in the constituent States in India casts upon the administrators who man the various rungs of the administrative hierarchy certain inescapable obligations with regard to the establishment and effective working of guidance programmes in the secondary schools under their jurisdiction.

At the apex of the State educational structure stands the Director of Public Instruction or Director of Education, assisted by a number of Asstt. or Deputy Directors, usually in charge of special areas of education, who establish direct administrative contact with the Heads of Schools through District Inspectors, and other members of the Inspectorate. Unless all these administrative officers, the Directorate, the Inspectorate, and the Heads are convinced of the vital importance of educational and vocational guidance, animated by a common philosophy of guidance,

in broad agreement about the best methods to implement it, and prepared to work together in close co-operation and harmony to achieve common objectives, it is unlikely that guidance in India will make any real headway. What is of cardinal importance in the guidance field is the human factor, the nature and pattern of the relationships existing between the various administrative officers concerned with making the guidance service work at the school level. Guidance is fundamentally a personal, human service, and unless the existing bureaucratic, authoritarian set-up is democratised and humanized, and red-tape reduced to a minimum, progress will exist only on paper, or will be slow and halting. To quote the Ford Foundation International Committee Report, "Changes and improvements in the machinery of administration, important as they are, will lose much of their value unless the spirit of administration also undergoes a change. If the administrator does not look upon his work more as a matter of human relationships than as a mechanical application of rules, teachers will find it extremely difficult to do their job in transforming their schools."

On the Director of Education and the senior officials of the Directorate falls the overall responsibility for laying sound foundations for the establishment and spread of the guidance movement in the State. Theirs must be the task of drawing up a suitable blue-print with this and in view, and of convincing the Education Department and Legislature of the State to furnish the moral and financial support necessary to translate this blue-print into reality.

It is highly desirable that at the top administrative level, a Senior Education Officer of the status of a Deputy Director or Chief Inspector should be entrusted with the immediate responsibility for the establishment, supervision and development of guidance in the State.

The Guidance Role of the Inspectorate

It would be ideal if, in addition to the above officer, there could be a number of Consultants or Advisers to the High Schools of the State with regard to their guidance programmes. But since, in the light of our limited financial resources, this does

not seem immediately possible, and, further, since such a move is hardly likely to be welcomed by the regular Inspectorate, the next best thing is for this Inspectorate to be entrusted with this additional responsibility. The relative success or failure of the guidance programme at the school level will depend in no small measure on the enthusiasm, skill and vision of the Inspectorate. By pioneering this new idea in the schools under their jurisdiction, by their encouragement and guidance, by carrying the fruits of experience from one school to another, by being a stimulus rather than a drag on the Heads of the schools, by acting as guidance missionaries and as resource persons, the members of the Inspectorate can play a very real and positive role in making guidance a reality in the schools under their jurisdiction.

Before they can be in a position to make their own individual contribution to the establishment and spread of the guidance movement in the States, however, it is essential that they be given short intensive courses as to how they can best fulfil their guidance functions and responsibilities; if this is not done it may be a case of the blind leading the blind, for, at present, most Inspectors lack sufficient knowledge of guidance to enable them to play the significant role outlined above.

The State Bureau of Educational and Vocational Guidance

The actual working of guidance service in a State will have to be organised at various levels. At the State level, constituting the apex, the nerve centre, the energising and co-ordinating force, should be the State Bureau of Educational and Vocational Guidance. Generously staffed and financed it should be responsible, under the direct supervision of the Directorate, for the overall organisation, co-ordination and spread of the guidance movement in the State. The Bureau will have a multiplicity of functions and responsibilities.

(1) It will plan, initiate and guide the development of guidance programmes in the secondary schools in the State, and co-ordinate the work of the schools and the regional bureaux.

(2) With this end in view it should provide long and short term basic courses and Refresher Courses for the

training or Administrators, Guidance Consultants, Teacher Counsellors, Headmasters and Classroom teachers in the basic theory and practice of educational and vocational guidance and counselling.

(3) After suitable research, the Bureau will provide guidance workers with adequate guidance tools in the shape of standardised tests and questionnaires, Cumulative Record Cards, publications on courses and careers etc.

(4) The Bureau should open a Child Guidance Clinic and Psychiatric Centre for children who need special attention and remedial treatment of one kind or another.

(5) The State Bureau will also bring together and co-ordinate the work of the Youth Employment Bureaux, social service agencies of various kinds such as Youth Clubs, Junior Chambers of Commerce and similar bodies which are dedicated to the service of youth, and link its own activities with those of the Central Bureau of Educational and Vocational Guidance and other State Bureaux to prevent overlapping and wastage.

In short, the State Bureau will be both the hub and the fly-wheel of the guidance organisation in a State.

Regional Bureaux

In most States in India, besides the State Bureau, it will also be necessary to establish small, efficient regional bureaux of educational and vocational guidance and counselling, which, inspired and directed by the State Bureau, will form an intermediate link between the State Bureau and the schools themselves, and shoulder, at a local level, many of the guidance responsibilities and functions of the State Bureau. Such regional bureaux will co-ordinate guidance work in a small area, offer assistance to all schools in the region in their guidance work, and carry on research in co-operation with the State Bureau.

Guidance in Schools

The State Bureau and regional bureaux have an important role to play in the planning and running of an effective guidance service in a State; the ultimate responsibility for making the ser-

vice work, however, rests with the schools themselves. The State and regional bureaux will help to plan the work to be done, spark the movement, and provide the tools ; it will be up to the School authorities to finish the job. The touchstone of an effective guidance service is not, therefore, to be sought at the State or regional bureau level, but at the school level ; it is to be sought in the Secondary schools where the struggle to establish an adequate guidance service in a State will be won, or lost. The organisation of the Guidance Service in the school should rest with a School Guidance Committee of which the Headmaster may be the Chairman, representatives of parents and teachers may be members, and the Teacher-Counsellor may be the Secretary.

The Heads and Guidance

The Directorate^o may plan and provide the means, the Inspectorate inspire and guide, the State and regional bureaux provide training experts and advice, but the key^o persons in the administrative set-up in so far as guidance of a school level is concerned are the Heads of Schools. The Head of a school must shoulder the main burden of establishing the School guidance programme, on him, at the school level, must of necessity fall the overriding responsibility of establishing and running the school with the co-operation of members of his staff, and the parents and guardians. If the Head is active, knowledgeable and enthusiastic, the success of the school guidance programme may be taken for granted ; if he is not, it will be still-born.

In the establishment of an adequate School Guidance Service the Inspectorate and the Bureau experts, the Teacher Counsellor, the Class Teachers and the parents and guardians all have individual, important, and responsible rôles to play ; the Head is the co-ordinating and cementing factor that integrates these diverse but functional elements into a unified whole. He is the determining factor in the guidance set-up at the School level.

Guidance in the specialist, technical sense of the term is not, as we have pointed out before, synonymous with education ; it is but a part, though an important and integral part, of the whole. It is therefore essential that the whole be sound, if the

part is to function effectively, for, if an organism or a part of it is diseased, it will effect the proper functioning of the other parts. Similarly if the educational organism, of which guidance forms a functional part, is diseased, the guidance programme is bound to be adversely affected. The guidance movement cannot or will not take firm root and flourish, if, as stressed earlier, the pattern of educational administration and the educational philosophy and objectives of the State education system are such as to create an atmosphere and a climate of opinion indifferent or hostile to the healthy growth of the guidance idea. This is equally true at the School level. No guidance programme, however well conceived and led, can succeed in or compensate for serious flaws and inadequacies in the total school programme—for an excessively authoritarian pattern of School administration or unhealthy Head-staff-pupil relationships; for an overcrowded school and overworked staff; for inadequate or undiversified curricular and co-curricular offerings; or for the type of regimented school discipline that breeds maladjustments and frustrations, which no guidance, however skilful, can eradicate, because the root causes for their appearance and irritation still exist.

The Head, therefore, has the obligation of creating an instructional, educational and human framework, and a school ethos and climate of opinion in which the seeds of the school guidance programme can take root, flourish and yield fruit, if not a hundred fold, then at least sixty or thirty fold. He also has the responsibility, which he shares with the Teacher Counsellor, for the proper planning, establishment and carrying out of the school guidance programme.

How far should the Head actively participate in the guidance programme? Should he, for instance, take upon himself the role of Teacher-Counsellor, or content himself with general supervision and help? What are the specific guidance functions and responsibilities of the Head, and how can he best fulfil them? Do Heads need special training for guidance, and where and how should this specialised training be given? These are a few of the questions that are bound to agitate sympathetic Heads, and to which tentative answers are attempted below.

Heads' Guidance Functions

1. The Head, in consultation with experts at the State and regional bureaux of Vocational Guidance, and in co-operation with the Teacher Counsellor, should initiate and chalk out the main outlines of his school guidance programme. A sound and comprehensive guidance programme will be based on a satisfying philosophy of guidance, and lay down the ways and means by which this philosophy can be translated into action. Such a programme cannot be drawn up in vacuo, or by outside experts ; it must be based on actual conditions, physical and human, existing in the school, hence, while the Head may, and indeed should, consult standard works on guidance and seek the advice of the Inspectorate and experts from the State Guidance Bureau, yet the final shape of the guidance programme in his School must be given by him, for only he has a reasonably complete picture of all the factors involved.

2. The broad outlines of the guidance programme having been determined, the Head must find ways and means and mobilise all possible resources for its implementation. To begin with the Head must take steps to provide the personnel to put it into operation. If he has not already done so, he should depute an able and experienced Senior teacher, preferably of the status of an Asstt. Headmaster, to take a suitable course in educational and vocational guidance to fit him to be the School's Teacher Counsellor.

3. Together with his chief aide de-camp, the Teacher Counsellor, the Head should plan and carry out a suitable course of in-service training for the other members of his staff to enthuse them with the correct guidance outlook and mentality, to make them realise their individual and collective responsibility in this important field, and to indicate to them, as far as possible, how they can fulfil this responsibility. On the manner in which this essential in-service training of teachers by the Head and Teacher Counsellor, aided where possible by outside experts, to fit them to shoulder guidance responsibilities in keeping with their abilities and functions is carried out will, in our considered opinion, ultimately depend the success or failure of the School guidance service.

4. The Head must co-ordinate all guidance-activities to ensure that they are in harmony, not only with the school programme in general but also with the activities of other agencies outside the school bearing on the education of children.

5. Finally, it is the responsibility of the Head to critically evaluate the guidance programme from time to time, and try to improve it.

The Head must have full confidence in his Teacher Counsellor; he must also provide him with the conditions to carry out his work successfully.

These conditions are briefly as follows:—

1. Educational and Vocational Guidance to be effective cannot be hurried, superficial, or fitted into odd corners of the school programme or fleeting movements of the school day, or it is likely to do more harm than good. Hence if the Teacher Counsellor is to do his work as it should be done, he will need time off in which to do it in a relaxed and unhurried fashion. He must be provided with this time. This can be done in one of two ways. If the School is large enough and finances adequate, a full time Teacher Counsellor could be employed as in the U.S.A. where most High Schools have a full-time Counsellor. Such a Counsellor will have more than enough time in which to discharge adequately his many and varied functions. If, on the other hand, as will be most often the case in India, the High School is of average size and with very limited finances, a part-time Teacher Counsellor will have to be employed. Such a part-time Teacher Counsellor should always be chosen from among the school staff and specially trained, and, either by a reduction of his teaching load during the week, or by freeing him from all extra-curricular duties and responsibilities, he should be provided with the necessary time off to do his guidance work without too great a drain upon his leisure time or his energies. It is for each Head, taking into account the particular circumstances of his school, to determine how much time per week his Teacher Counsellor needs to do an effective job of work, and to take the necessary steps to provide him with this time by whatever means seem best to him.

2. Besides adequate time, the Teacher Counsellor will also need certain other necessary aids. He will need, at a minimum,

a small room, equipped with a table, two or three comfortable chairs, a filing cabinet for his records, and an adequate guidance library, and test materials, which, however, can be gradually built-up.

3. Some aspects of guidance work such as the giving and scoring of tests entail a good deal of routine work. It would be a good idea if the Teacher Counsellor could be assisted by another teacher to do such work ; such a practice would help to train another member of the staff who would be able to carry on the work in an emergency (if the Teacher Counsellor is sick or leaves to take up another job) till such time as a new Teacher Counsellor can be trained.

4. The good labourer is worthy of his hire. No person should be considered for the key post of Teacher Counsellor who is likely to look upon the job as just a way of making some extra money ; still, considering the amount of extra work and responsibility involved, it is not fair to expect a teacher to undertake it entirely in a purely disinterested spirit of love and service. Hence we are strongly of the opinion that a Teacher Counsellor, whether whole time or part-time, should be adequately remunerated for his work. If he is a whole time Counsellor he should be at least on the same scale of pay as trained teachers of like qualifications and experience ; if he is a part-time Counsellor, he should get a suitable allowance, which will vary with the varying work and responsibility shouldered from school to school and the financial circumstances of the school.

Given the active support and encouragement of the Head, and the minimum conditions of service outlined above, the Teacher Counsellor will be able to face his difficult and exacting task with a fair measure of confidence. He will have been provided with the proper psychological climate for success and the essential tools ; it will be up to him to complete the job.

Should the Head be the Teacher Counsellor ?

Some writers on guidance, after a consideration of the importance of the Head's role in the guidance programme, and the crucial importance of the guidance service itself in a school.

have suggested that the ideal course would be for the Head to undertake the work of the Teacher Counsellor himself. They hold that a combination of the two functions in the person of the Head will raise the status of guidance in the school in the eyes of the staff, parents and the public at large, and make the whole programme more real and effective by preventing overlapping and wastage, or possible friction. This may appear sound theory, but, in practice, the Head of a modern, High School of even average size is already so overburdened with administrative and other duties that if, in addition to shouldering his responsibilities for this new service in the fashion outlined in this chapter, he has to undertake the additional work of the Teacher Counsellor, we feel the average Head will either collapse under the strain, or trying to be Jack-of-all-trades, he will be master of none! Hence, while it may be necessary or desirable in exceptional cases for the Head to be his own Teacher Counsellor, we do not recommend it as a general practice.

It has been said that the essential function of an educational administrator, be he a Director of Public Instruction, an Inspector, or a Head is to bring together teachers and pupils in such circumstances that the best possible education results from the impact of personality on personality, of the adult on the child. No better definition could be given of the responsibility of the administration so far as the school guidance service is concerned.

CHAPTER 4

TEACHER COUNSELLORS AND GUIDANCE

The Teacher Counsellor is, after the Head, the most important person in the total pattern of activities that constitute the guidance programme of a school. It is true that without the active support and guidance of the Head and the whole-hearted co-operation of every member of the staff, even the best Teacher Counsellor would be able to accomplish relatively little; yet this does not detract in any way from the fact that the Teacher Counsellor must, with the Head, shoulder the main responsibility for the actual working of the guidance programme of the school, and that the success or failure of this programme will depend largely on the skill, enthusiasm and ability with which he measures up to his exacting task.

What's in a Name ?

There has been some difference of opinion in India and abroad as to the proper designation for the member of the school staff, whole or part-time, who assumes the major active responsibility for the guidance programme of the school. In the U.K. the term generally used is "Career Master" or "Career Mistress"; in the U.S.A. and on the Continent the terms "Guidance Consultant", "Counsellor," "Student Advisor" and "Teacher Counsellor" are more commonly used. The All India Association of Educational and Vocational Guidance recently decided that the term "Teacher Counsellor" should be adopted in India. A designation may not always be a real indication of the functions the person actually fulfils, yet, rightly chosen and understood, it can be of considerable help in clarifying and identifying the precise nature and scope of those functions. For this reason the Authors consider that the choice of the term "Teacher Counsellor" is a happy one. The expression "Career Master", at least to the uninitiated, might suggest that his only function is to advise pupils concerning the choice of careers ;

the terms "Counsellor" or "Student Advisor" are somewhat vague, and the term "Guidance Consultant" should be reserved for the experts who should form the link between the State and regional Guidance Bureaux and the Schools.

The expression "Teacher Counsellor" strikes a happy mean for it brings into clear relief two important principles of guidance at the school level. The first is that his function is not merely to advise school-leavers concerning the choice of careers, but to provide them with educational and vocational guidance and counselling throughout the period of the schooling. The second is that guidance at the school level will be most effectively carried out if the main responsibility for it is placed fairly and squarely on the shoulders of a whole or part-time member of the school staff, for no outside expert, however knowledgeable and efficient, will be able to achieve that intimate rapport with the pupils of a school that can be achieved by a regular member of the teaching staff, who can draw freely on the help and co-operation of a team of willing colleagues.

What the Teacher Counsellor is and what he is not

The Teacher Counsellor is the pivot of the guidance programme is a school. This fact is generally realised, but with guidance at the school level in its infancy, there is need for a clear understanding of the precise functions of the Teacher Counsellor among Administrators, Heads, Teachers, parents and, not infrequently, among the Teacher Counsellors themselves.

In order to further clarify our notion of the precise duties and responsibilities of the Teacher Counsellor, it is necessary to labour the matter a little, and point out what the Teacher Counsellor is not.

Is every Teacher a Teacher Counsellor ?

One not infrequently reads or hears the saying that "Every teacher is a Counsellor". The saying embodies a dangerous half-truth, especially if it carries the implication that since every teacher is doing some guidance counselling, the appointment of a special Teacher Counsellor is superfluous ; or that guidance

such as we understand it to-day, is neither necessary nor desirable in a school. It is true that every teacher who is not a mere mass-instructor or information monger, and who is endeavouring to adapt his teaching to the age, abilities and aptitudes of his pupils, is compelled to do guidance counselling of some kind or the other in the course of a day's work. Yet it would be a mistake to identify this individual, haphazard, incidental, hit-or-miss and often contradictory and negative type, with the expert, comprehensive guidance given by a trained Teacher Counsellor, assisted by the informed co-operation of the other members of the staff.

Secondly, a Teacher Counsellor is not a disciplinarian. He may in the course of his work identify certain problems of maladjusted or difficult children which need disciplinary action of one kind or another for their proper resolution, but he should not be made responsible for taking such disciplinary action himself, or he will never be able to attain the proper rapport with the pupils which is essential for the success of his work.

Another temptation the Teacher Counsellor should guard against is the temptation to regard himself as a semi-professional psychiatrist-cum-social worker. In the course of his work, every Teacher Counsellor is bound to encounter minor and major psychological difficulties and abnormalities of all kinds, and he will be tempted frequently to dabble in the fascinating work of the Psychoanalyst, the Psychiatrist or the Social Worker. While a Teacher Counsellor may have, to a very limited extent, at times, to undertake some of the minor functions of these co-workers in the field of human relations, he should clearly realise his limitations, and not attempt more than he can safely handle. A pupil's psyche is a sacred possession, and when it is diseased or upset, only the specialist, who has the necessary background of professional knowledge and skill, has the right and duty to endeavour to cure it, for while the specialist, (be he a Psychoanalyst, a Psychiatrist or a Social Service Case Worker) may not be able to cure the malady completely, at least he will not, unless he is totally incompetent, aggravate it, as the Teacher Counsellor is quite likely to do if he encroaches on fields which are on the periphery of his own, and which are closely interrelated with it, but which are not strictly co-equal with it.

Finally, the Teacher Counsellor, especially if he is a full time Counsellor, must on no account be regarded as a supernumerary or a casual member of the school staff. He must be a full member of the teaching body in every sense of the word; he should, as far as possible, be engaged in actual teaching, even if it be for only part of the school day, and should, in so far as is consistent with his entire load of school work, be responsible for his fair share of the sponsorship and guidance of co-curricular activities of all kinds, but more especially those which will help him to identify the pupils' special interests and aptitudes, or which have a therapeutic value.

Functions of a Teacher Counsellor

In the early stages of the establishment of guidance programmes in schools in this country there is bound to be confusion and ignorance concerning the proper scope and function of the Teacher Counsellor's work. But as the reorganisation of the secondary education programme, which has been set in motion by the Secondary Education Commission, takes shape, and as the School authorities shoulder their responsibility for setting up really functional minimum guidance programmes, the true scope and functions of the Teacher Counsellors will emerge and assume their rightful place within the total school programme.

It would be a formidable task to endeavour to identify, enumerate and clarify *all* the functions and responsibilities of the Teacher Counsellor. Even if the task could be satisfactorily completed; the result might prove more of a discouragement than an incentive in the present stage of development of guidance services in India. Such Teacher Counsellors, partially trained and quite inexperienced, as are on the job at present are likely to be overwhelmed and to suffer from frustration and a deep sense of personal and professional insufficiency if faced with the full range of their duties and responsibilities. We have, therefore, considered it would be more profitable to list only the basic responsibilities of the Teacher Counsellor in a minimum school guidance programme.

The normal functions of a Teacher-Counsellor, whether part-

time or whole time, in a secondary school in India should be as follows:—

1. Under the immediate supervision of the Head, and with the active support of his colleagues, the Teacher Counsellor should be the leader and co-ordinator of the entire school guidance programme, the aim of which is to provide personal, educational and vocational guidance to all pupils.

2. In his function as the leader, co-ordinator, and the inspiration of the school guidance programme, he should undertake the in-service education of his colleagues, through a series of specially planned staff meetings, through workshops, and through individual conferences so that they will be better able to play their part in the total guidance programme.

3. He should be a resource person who is freely available to teachers, parents and children needing assistance within the school guidance programme.

4. The maintenance of Cumulative Record Cards will be largely done by the class teacher, but since these records must contain accurate data, without which no real scientific guidance work can be attempted, the Teacher Counsellor should educate the other staff members in their proper maintenance, and supervise their efforts in so far as he can.

5. Linked up with the former, the Teacher Counsellor should assume responsibility for the testing programme of the school, in so far as such a testing programme is feasible and workable. He should gradually work for the incorporation and use of objective and other types of tests in the school programme.

6. He should supply fellow-teachers with pertinent information that will enable them to understand their pupils better, specially those with problems of one kind or another e.g. maladjustment, backwardness, emotional problems, adjustment problems etc., where such problems are beyond the ability of the classroom teacher to resolve. In such cases the Teacher-Counsellor must deal with such cases as he can handle himself, and/or undertake the responsibility of suggesting the referral of difficult cases for appropriate treatment to a psychoanalyst, psychiatrist or other relevant expert.

7. The Teacher Counsellor should gather and make available to pupils, parents and teachers adequate and current educa-

tional and occupational information in as simple, intelligible and attractive a form as lies within his power.

8. The Teacher Counsellor should take the lead in organising Hobby Clubs to develop the varied interests and aptitudes of the pupils, in relation to the diversified courses available in the school or the locality, and in giving or arranging for suitable guidance talks or visits for orientation purposes.

9. He should also be responsible for collecting suitable literature for use in guidance in the shape of books, pamphlets, and audio-visual material of all kinds etc., and for the arranging and setting up of guidance Exhibitions, either independently, or as a section of the annual school Exhibitions which are held in most schools.

10. The Teacher Counsellor will be responsible for making proper contacts and establishing proper relations with parents, either through individual interviews and exchange of visits, or the starting of Parent-Teacher associations.

11. After consulting parents and fellow teachers, the expert interpretation of test results, school records, and other relevant information, he will be responsible for the guidance of pupils into the appropriate streams in Multipurpose Schools, or appropriate subject-choices in an ordinary school.

12. The Teacher Counsellor should endeavour to plan and operate a minimum placement service, in co-operation with Youth Employment Bureaux and interested employers.

13. He should endeavour to provide, as far as lies in his power, an adequate follow-up programme.

Specific Activities of the Teacher Counsellor

Besides these general functions, the Teacher-Counsellor shall be individually responsible for the following specific activities:—

- (1) Setting up and maintenance of the Guidance Corner.
- (2) Collecting from the State Bureau of Educational and Vocational Guidance, and other sources, the necessary guidance materials and storing them.
- (3) Administration and scoring of intelligence, performance and other types of tests.

- (4) Preparation of guidance schedules for pupils of classes VIII to XI.
- (5) Deciding counselling procedures for pupils of these classes in consultation with the State and regional Bureaux of Educational and Vocational Guidance (in case of distant schools, through correspondence).
- (6) Giving guidance and orientation talks to pupils of Classes VIII to XI for guidance purposes.
- (7) Meeting the parents of at least those pupils who present special problems of guidance.

Personality, Background, and Professional Training of the Teacher Counsellor

Since counselling involves the interaction of two personalities, the Teacher Counsellor's own personality is very important. What are the essential qualities which a good Teacher Counsellor should possess? Broadly conceived they are the same qualities that a good teacher should possess, though the permutation and combination of these basic traits will be different from those of a good teacher. Good teachers are found among men and women of strong and of gentle personalities, but ideally the best Teacher Counsellor ought to possess a total personality that should strike a happy mean between the dominating type of personality who seeks to order and direct the lives of all those who come in contact with him, and the retiring, self-effacing, ingoing type of personality who shrinks from intimate, personal relationships with others and lives in the world of his own choice and creation. No ideal personality profile can be sketched for the Teacher Counsellor, for just as there are first-rate teachers found among persons of varying personalities, so also good Teacher Counsellors are bound to be forthcoming with varying temperaments and personalities. Still there are a few traits which must figure prominently in the personality make-up of a potential Teacher Counsellor if he is to have a fair chance of being reasonably successful in his difficult and exacting vocation.

Foremost among the essential personality traits of a good Teacher Counsellor should be a real, enlightened understanding of, and a clear-sighted unsentimental belief in and love for chil-

dren and young people. The Teacher Counsellor must possess real sensitivity, a power of sympathetic insight into the hidden hopes, fears and desires of children and youth, an insight which is only given to those whose minds have been shaped by a wide and deep experience of children and young people derived both from books and from real life, and whose hearts are moved by a relatively selfless spirit of devotion to the service of youth. Secondly, the Teacher Counsellor must have a sense of security, and he must have come to terms with himself and be aware of his own peculiar strengths and weaknesses and not project these on the pupils he is counselling. Thirdly, the Teacher Counsellor must be convinced about the essential dignity and worth-whileness of every individual child or young person, which involves the acceptance of and respect for their personal rights, prominent among which is the right to choose their own vocation in life. Teacher Counsellors must at all times treat the confidences of those seeking their advice and help as sacred, and treat the persons themselves as ends and not as means to the furthering of their own selfish ends, or those of the school, the community, the state or the nation. The "tyrant", however benevolent or well-meaning, who seeks to mould young people to his image, or to direct their talents into channels of his choice, has no place in the ranks of Teacher Counsellors. For the essential task of a good Teacher Counsellor, it cannot be too often emphasised, is to help those who seek his advice to solve their own problems, not to provide them with readymade solutions, however perfect; his vocation is not so much to help Johnny, as to help Johnny to help himself.

In order to be in a position to do this most effectively, the Teacher Counsellor should not only possess the ability to be all things to all men, but also the power to draw young people to him, and to win and retain their confidence. He must be a man of wide outlook, experience of life and general knowledge, coupled with a sincere interest in the welfare of his pupils; integrity, tact and sympathy, and fair dealing are a few of the qualities that will be invaluable in winning and keeping that trust and confidence from children and young people without which the Teacher Counsellor will be unable to accomplish very much, however extensive his professional knowledge and skill.

From the purely professional point of view, the Teacher Counsellor must be a trained teacher, with a more than average grasp of general educational principles and of child and adolescent psychology. He should have at least five years' experience of teaching, and, if possible, some administrative experience. As a teacher he should be a man of varied interests and broad outlook, one who takes an interest in young people, not only in the classroom but who is personally associated with the promotion of various types of co-curricular activities such as games and sports, and Clubs and Societies of many kinds, especially Hobby Clubs.

Interest and enthusiasm, a genuine sense of vocation, flexibility of mind, and refusal to be discouraged despite obstacles and frustrations are a few of the other important characteristics the successful Teacher Counsellor should possess. Several other traits could be listed which are necessary for the Teacher-Counsellor, but the above are, we feel, the most significant; without most of them, we consider, no Teacher-Counsellor can be a real success.

Education and Training of the Teacher Counsellor

Experts, while agreeing in broad outline, differ on the details of the personality profile of the ideal Teacher Counsellor; but there is a unanimous consensus of opinion among them that the "right" personality is not the sole requisite for guidance and counselling. The ideal Teacher-Counsellor is both born, and made by an appropriate course of specialised training and education.

Thanks to the valuable co-ordinating work of All India Association of Educational and Vocational Guidance, there has emerged a broad measure of agreement among experts concerning the nature, content and duration of such a specialised training. All experts agree that, while the expert assistance of Central, State and regional Vocational Guidance Bureaux will be necessary for its execution, the person best fitted to give educational and vocational training in the schools is the Teacher Counsellor rather than the outside expert. The day, we hope, is not far off in India when every teacher under training, either at Training Colleges or in University Departments of Education, will be given a compact basic course

in educational and vocational guidance, which, supplemented by short, intensive, in-service Refresher courses from time to time, will fit them to undertake successfully the task of educational and of vocational guidance in their respective classes and schools. This is the ultimate ideal. Meanwhile a more immediate task confronts those interested in the spread of the guidance movement in Secondary schools in India—the task of training selected teachers, at present employed in the schools, for immediate guidance work so that they may be in a position to pioneer the guidance movement in selected High Schools throughout the country which will serve as beacons and as pilot projects. For such teachers, it is generally agreed, a short intensive part-time course of at least three to six months duration, conducted either by the Central, State or regional Vocational Guidance Bureaux, or by the Extension Services of University Departments of Education or Training Colleges in the essentials of guidance theory and practice, followed by frequent conferences, seminars and discussions, and by fruitful personal contacts between such teachers, working as Teacher Counsellors in the schools, and the expert staff of the State and regional Guidance Bureaux is the best form of preparation. A number of such short training courses have already been held in various parts of India, and many of the enthusiastic teachers who participated in them are doing valuable pioneer work in a part-time capacity in their respective schools.

Basic Content of Short Training Courses for Teacher Counsellors

An examination of the various short intensive training courses that have been held by Central and State Bureaux of Educational and Vocational Guidance reveal broad similarities of outline. While the theoretical basis of educational and vocational guidance is not neglected, their contents reveal a welcome emphasis on the more practical aspects of guidance, and participants are encouraged to actually handle and/or experience some of the most important practical tools of guidance such as objective tests, interest questionnaires and cumulative records, and to visit places of interest from the guidance viewpoint etc. This is a happy sign in a country which in most of its Training institutions for teachers

tends to overemphasise theory to the neglect of its practical applications to classroom situations.

Details of what is actually covered in such courses is best seen from the outline given below which indicates the work covered by the short training courses in Educational and Vocational Guidance provided by the State Bureau of Educational and Psychological Research, West Bengal.

Work-Indicator

A. *Theoretical-cum-Practical work.*

1. *Orientation of the Course.*

The need for guidance in India ; guidance at different levels with objectives for each ; organisation of the guidance programme in the school. Guidance services in the U.S.A. and U.K.

2. *Collection of Pupil-Data for guidance.*

(a) *Psychological Data.*

Administration, scoring, interpretation and knowledge of different kinds of Intelligence Tests, Aptitude Tests, Interest Blanks, Personality Profiles etc.

(b) *Educational Data.*

Achievement Tests in School.

(c) *Other Data.*

School Records, Other Inventories and Questionnaires.

3. *Relevant Statistics.*

Plotting and reading frequency distribution.

Meaning and Calculation of means, S.D. and co-relation.

Conversion of scores.

4. *Preparation of Guidance Schedule.*

5. Occupational information and training facilities including scholarships.

6. *Dissemination of information.*

7. *Problem behaviour and remedial teaching.*

8. *Interview and Counselling:*

How to conduct? How to evaluate?

B. *Practical Work.*

1. *Construction of Achievement Tests in School subjects.*

2. Necessary tests to be administered and information gathered for the curricular guidance of pupils at the end of

Middle School Stage (Class VIII) & Guidance Schedule to be prepared for each: (Work to be done during school hours under expert supervision).

3. Preparation of at least one piece as visual material by each for dissemination of guidance information.

4. Collection and display of occupational information.

5. Case Study of a pupil with problem behaviour.

Such short intensive courses are extremely valuable for arousing enthusiasm and giving intending Teacher Counsellors a certain measure of basic knowledge and skill. But educational and vocational guidance is highly skilled work, and a really adequately equipped Teacher Counsellor will need at least a complete year's preparation, such as is being provided by the Central Bureau of Educational and Vocational Guidance, after he has completed his basic teacher training course, if he is to be fully effective in his difficult and exacting field of guidance. It is hoped that soon such specialised intensive One Year Courses in guidance will be freely available throughout the country, and that future Teacher Counsellors, will be drawn from among the skilled ranks of those who have completed such a course.

Meanwhile the need for guidance daily becomes more evident and pressing, and we cannot afford to wait for ideal conditions before we start. Given Heads, Teacher Counsellors and Class teachers of enthusiasm and vision, the work of guidance counselling can be immediately started and carried out in our schools with a reasonable degree of success, even though some of the technical know-how may be wanting. For it is ultimately the calibre of men and women behind a movement that counts, and, if the infant guidance movement in India can produce the right type of men, the right type of Teacher Counsellor, and, the right type of educational and vocational guidance will inevitably follow.

CHAPTER 5

THE CLASSROOM TEACHER AND GUIDANCE

Teachers and Guidance

The Teacher Counsellor, under the overriding supervision of the Head, will, as we have stressed in the previous Chapter, be chiefly responsible for guidance in a Secondary school. The primary responsibility for the success or failure of the school guidance programme will rest with the Head and the Teacher Counsellor, but not the entire responsibility, for part of the responsibility must be shared by the other persons involved in the guidance set-up. "Guidance", to quote the Secondary Education Commission, "involves the difficult art helping boys and girls to plan their future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work. Naturally, therefore, it is not the work of a few specialists, but rather a service in which the entire school staff must co-operate under the guidance of some person with special knowledge and skill in this field".

The active and wholehearted support and co-operation of every member of the staff of a school is therefore essential if the school guidance programme is to be a real success. No teacher can shirk his responsibility in this respect, for guidance is an integral part of good teaching and an intrinsic part of classroom procedure. The Head and Teacher Counsellor may be regarded as the Manager and Captain of a team; unless all other teachers, who constitute the remaining members of the guidance team, are prepared to pull together, under the supervision and leadership of the former, the guidance programme of the school is likely to be at best an "extra-curricular activity" instead of being, as it should be, an integral part of the life and working of the school.

Every Teacher *not* a Teacher Counsellor

Every classroom teacher, whether he likes it or not, is by the very nature of his vocation called upon to shoulder certain guidance responsibilities and certain guidance functions. The

choice is not between accepting these responsibilities and functions or rejecting them; rather it is between performing them consciously and effectively, or blindly and ineffectively. Indeed much classroom teaching is inseparable from guidance; the teacher guides as well as teaches, and no outsider can accomplish what takes place at all levels in a classroom in which the Class teacher accepts his role as a guide to the individual boys and girls under his charge.

This fact has led some authors on educational and vocational guidance to identify guidance and education, and to hold that every teacher is in fact a Teacher Counsellor. This is dangerous half-truth, especially if it implies that every teacher who has been through a course of training is equipped to be a Teacher Counsellor, and therefore that neither a special training nor a specially designated Teacher Counsellor, charged with the overall responsibility for the guidance programme in a school, is necessary. It is true that every class teacher worthy of the name is performing certain guidance functions, though not always conscious of the fact, almost every day working day in his formal and informal dealings with his students. Every time, for instance, he advises his pupils, or endeavours to inculcate in them, by word and example, worthwhile personal or social attitudes and habits, every time he identifies, and endeavours to resolve the intellectual and emotional difficulties of maladjusted pupils or provides significant experiences of an avocational nature or advises their parents about their strong and weak points, or about their future careers, every time he furnishes the Teacher Counsellor with information that helps him to understand the needs and problems of individual pupils, he is doing educational and vocational guidance of a sort. But these functions are inseparable from his work as a good teacher, and, while they impinge, to a greater or less extent, on the specialised field of guidance, they should not be identified with it, or with the skilled, comprehensive, objective educational and vocational guidance and counselling done by good Teacher Counsellor. In short, not all the skilled guidance needed by children and youth can be supplied by the Classroom teacher, and there will always be a definite place for the specialist Teacher Counsellor in a planned and effective guidance programme.

Teamwork in Guidance

The Head, the specially trained and skilled Teacher-Counsellor, and the Classroom teacher—each have their specific rôle to play in the total guidance programme. These rôles should be as clearly defined and demarcated as is possible to prevent conflict, overlapping, diffusion of energies and wastage. Neither the Head, nor the Teacher-Counsellor, nor the Classroom teacher should regard themselves as solely responsible for the success of the guidance programme; they are jointly responsible, and must co-operate closely and wholeheartedly if it is to be a success. The parts to be played by Head and Teacher-Counsellor have been outlined in previous Chapters. What is the specific contribution the ordinary members of the school staff can be expected to make to the guidance programme? How can they best make this contribution? What sort of training will they need to be able to make an effective individual contribution to the guidance programme of the school?

Teachers' Contribution to the Guidance Programme

The guidance programme of the school cannot make much headway unless every teacher co-operates in making it a success. In what ways can this co-operation be most effective?

1. No guidance is possible unless those attempting to supply such guidance have in their possession a fairly complete and comprehensive picture of the child as he is, of his abilities, aptitudes and interests, his strength and his weakness, his physical, intellectual, emotional, moral and spiritual make-up. In building up this composite picture of the child the special rôle of the classroom teacher is of fundamental importance. Whatever form the guidance programme of a school may take the teacher holds a strategic place in it. It is he who from his frequent daily contacts with the pupils, inside and outside the classroom, has the best opportunity of making a deep personal study of them as individuals and as members of groups, and the knowledge he gains will be invaluable to the Teacher-Counsellor. And when several teachers pool their opinions and experiences about an individual child, a much better picture will emerge than any single expert, however skilful, will be able to paint. No test, rating

scale, or other instrument is a substitute for the wisdom, intuition and sympathy of good teachers. Hence it is the guidance responsibility of every teacher to try and understand his pupils as individuals, through observation, interpretation of the language of pupil behaviour, study or test results, and, if possible, visits to their homes, and to record his observations in an intelligible manner for use by the Teacher-Counsellor or other teachers.

2. Many of the educational blocks and maladjustments that hinder men and women from being a success in their chosen vocations owe their origin to, or first show themselves in the classroom. By guiding while teaching, by the type of discipline they enforce, by their alertness in spotting and dealing in time with such problems, and, if they are unable to do so, by drawing the attention of the Teacher-Counsellor or Bureau or Child Guidance Clinic expert to such problem children, teachers can make a real contribution to what is sometime termed the "mental hygiene aspect of guidance".

3. The ordinary class teachers can also play an important role through their teaching in orientating pupils towards various courses and careers by providing meaningful intellectual, social and avocational experiences, and encouraging and inspiring pupils to acquire knowledge, skills and aptitudes, and to explore interests that will help them to choose their future vocation wisely, and be a success in their chosen vocation.

4. The classroom teacher can also assist the older children in arriving at a just appraisal of their abilities and aptitudes and in drawing up educational and vocational plans in keeping with them

5. Finally, the ordinary classroom teachers can serve as important links between the Teacher-Counsellor and Head on the one hand, the parents on the other, so that all co-operate, each in his own sphere, in the promotion of the total welfare of the children committed to their common charge.

It is important to clearly define the role of the classroom teacher in the guidance programme vis a vis the Teacher-Counsellor, but in practice it is not easy to do. The reason for this is that their respective roles are not mutually exclusive, the difference for the most part, being one of degree rather than of kind.

An attempt is made in the following chart, which is adapted, by the permission of the author, from an American publication on Vocational Guidance, to indicate the nature of the difference between the guidance functions and responsibilities of the Classroom teacher and of the Teacher-Counsellor respectively:

Some Special Student Needs and Teacher Counsellor-Teacher Relationships.

<i>Special Needs of Students.</i>	<i>Teacher Relationship.</i>	<i>Teacher Counsellor Relationship.</i>
1. Selection of occupational goal.	Teacher provides assistance e.g., Relates occupational information to subject.	Teacher Counsellor assumes major responsibility, e.g., Considers each pupil's individual characteristics in relation to occupational opportunities. Administers selected tests. Provides teacher with occupational information material.
2. Selection of appropriate curriculum in a High School or right bias in a Multipurpose school.	Teacher provides assistance, e.g., Supplies pertinent information for Cumulative Record.	Teacher Counsellor assumes major responsibility, e.g., Provides individual counsel in light of vocational goal and personal characteristics. Prepares material showing relationship of specialised curricula to vocational opportunities in community.
3. Failure to perform in school work up to capacity.	Teacher assumes major responsibility, e.g., May provide more challenge to ability.	Teacher Counsellor becomes resource person to teacher, e.g., Aids pupil by special analysis and help when normal classroom methods fail.
4. Adaption of instruction to individual needs.	Teacher assumes major responsibility, e.g., provides differential assignments and projects.	Teacher Counsellor becomes resource person to teacher. Reveals special interests and abilities of pupil.

<i>Special Needs of Students.</i>	<i>Teacher Relationship.</i>	<i>Teacher Counsellor Relationship.</i>
5. Placement in a job or in an Institution for further education.	Teacher provides assistance by indicating strong and weak points of pupil.	Teacher Counsellor assumes major responsibility in conjunction with Youth Employment Service.
6. Poor Study Habits.	Teacher assumes major responsibility, e.g., Teaches pupil how to study, and provides individual help.	Teacher Counsellor becomes resource person for teacher, e.g., Provides teachers with special aids, and works with teacher for pupils needing special help.
7. Personal problems that interfere with development and adjustment such as in the case of (a) Self-conscious pupil. (b) Pupil with physical defects, (c) Pupil with psychological conflicts.	Teacher and Teacher Counsellor share responsibility, depending upon circumstances.	Teacher Counsellor and teacher share responsibility depending upon circumstances.
8. Orientation to new situation, such as in a Multipurpose school.	Teacher provides assistance, e.g., Works with Counsellor in developing procedures. Largely responsible for carrying them out.	Teacher Counsellor assumes major responsibility, e.g., Takes initiative in developing procedures to meet the problem such as the production of a handbook.
9. Self understanding on part of pupil.	Teacher provides assistance, e.g., Supplies pertinent information for Cumulative Record such as anecdotes, observations etc.	Teacher Counsellor assumes responsibility, e.g., Provides skilled counselling and interpretation of Cumulative Record.
10. Choice of appropriate clubs and extra-curricular activities.	Teacher provides assistance, e.g., Sponsors various activities.	Teacher Counsellor assumes major responsibility, e.g., Enables pupil, as a result of counselling procedures, to make a better choice in keeping with needs.
11. General school adjustment and development.	Teacher and Counsellor share responsibility.	Teacher Counsellor and teacher share responsibility.

<i>Special Needs of Students.</i>	<i>Teacher Relationship.</i>	<i>Teacher Counsellor Relationship.</i>
12. Exploring needs and abilities.	Teacher and Counsellor share responsibility e.g., Makes "exploratory course" meaningful for this purpose.	Teacher Counsellor and teacher share responsibility, e.g., Provides individual counselling on this base. Assists teacher in making exploratory experiences meaningful. Trains teacher to administer and interpret interest inventories.
13. Need for financial or other types of special help.	Teacher* provides assistance, e.g., May identify needs, and help in arrangements for meeting them.	Teacher Counsellor assumes major responsibility, e.g., Makes necessary arrangements.

Though the above table of comparison does not claim to be comprehensive or final, it does help to indicate how difficult it is in practice to lay down a clear line of demarcation between the respective functions of the Classroom teacher and the Teacher-counsellor with regard to a few of the many types of educational and vocational guidance and counselling they will both be called upon to do from time to time. It does however show that, even though the difference be one of degree and emphasis, there is a difference between their respective roles, and, further, that unless they co-operate closely and intelligently, the guidance programme of the school will never be a real success. The entire staff of a school, we must repeat, form the Guidance Team of the School, under the managership and captaincy of the Head Teacher and Counsellor, and the team can no more do without its leaders than the leaders can do without their team.

Training Teachers for Guidance

If every member of a school staff is inevitably called upon to shoulder certain specific guidance responsibilities, it follows logically that they should possess the minimum knowledge and skill necessary to carry this responsibility effectively. Unfortunately in the average High School in India only a small proportion of

the teaching staff is likely to be trained, and, even among the trained members of the staff, very few have a broad and deep enough professional background of training and experience to make them capable of adapting the general educational and psychological principles acquired during their period of training to the needs of the guidance programme. It may be safely stated that until and unless a specific basic course in the theory and practice of vocational guidance is introduced into the present programme for the education and training of intending teachers, very few teachers, even from among the ranks of trained teachers, will be ready, willing, and able to shoulder successfully the guidance responsibilities and undertake the guidance functions forced upon them as members of the school guidance team. Fortunately, under the stimulus and advocacy of the All India Association of Educational and Vocational Guidance, the need for incorporating such a basic course in guidance principles and practices has been fairly generally accepted, and the Expert Committee appointed by the Central Ministry of Education to reorient and refashion existing schemes of teacher training to fit the needs of the time has recommended that such a basic course in guidance should form an integral part of the education and training of all future teachers.

Meanwhile the guidance movement has already started, and progressive schools all over the country are setting up guidance programmes of various types and degree of efficiency. Some method has to be found, therefore, immediately of educating at least the staff members of such schools in which guidance programmes have been started in the essentials of guidance theory and practice.

How, and by whom, should such in-service training be given? It is our conviction that it should, and can be best provided by the Heads and the trained Teacher-Counsellors of the respective schools, with the assistance, whenever necessary and possible, of the expert staff of the State or regional Vocational Guidance Bureaux. Before a School Guidance programme is seriously launched, the Head and Teacher-Counsellor should conduct a special series of staff meetings at which they should, through talks and discussions, acquaint all members of the school staff with the aims and objectives of the Guidance programme of the School, and attempt to communicate to them some of the know-how of

effective guidance—the need for adequate Cumulative Record Cards and how they should be maintained ; the principal guidance needs of children at various ages and stages of their school career : what they can do and what they should not attempt in making the guidance programme of the school a success, and similar matters. Such a course of orientation and training in the minimum essentials of guidance theory and practice is essential if the enthusiasm of the teachers is to be aroused, and their enlightened co-operation to be won. And without the infectious enthusiasm and knowledgeable co-operation of every member of the staff the guidance programme of the school will be a partial or total failure.

CHAPTER 6

PARENTS AND GUIDANCE

Disappointments of Parents.

All of us have our ambitions in regard to our children. but most of us are disappointed in them. Their educational attainments fall below our expectations; our long-cherished desires about their vocation and social position remain unfulfilled; even their conduct fails to satisfy us. In our frustration we blame everybody involved (save ourselves)—the school, the teachers, society, and the child! But does it help in any way?

Guidance Helps Parents

In this frustration of parents lies the need and justification of the School Guidance Service for it aspires to make a scientific attempt to remedy the unsatisfactory situation to the mutual benefit of all involved, the child, the parents, the school, and society. The School Guidance Service endeavours to achieve its objectives by making a scientific appraisal of the innate potentialities and present achievements of the child on the one hand, and an objective assessment of available social opportunities on the other, with a view to helping parents to plan wisely the future of their children and to formulate their hopes and aspirations about them on a more reliable and realistic basis. The School Guidance Service also tries to use the latest scientific knowledge and techniques to help the child if his school achievements do not measure up to his innate potentialities or if he develops undesirable behaviour traits so that he may experience a feeling of self-realisation, and by contacting the proper authorities when necessary.

Many heart-breaks could be avoided by parents if they were given proper guidance. For instance a University Professor in the Arts Department was so determined to turn his son into a scientist, being convinced that an arts course would never lead to a good career for his boy, that against the wishes of the boy and the advice of the school authorities, he forced him to take

additional mathematics on promotion to Class IX. The inevitable result was the boy's failure in the next promotion examination. Further, his inability to cope with additional mathematics also began to affect his attainments in other subjects, and his inattentiveness and hostility towards mathematics began to develop into a general personality trait which manifested itself in other classes as well. By the end of the year he even began to play truant from the mathematics class, and to keep undesirable company. Naturally he lost prestige in the class, and with the teachers. His home adjustment also became poor and he was often scolded by the father, who supervised his studies, so much so that he developed a mood of rebelliousness and appeared to drift towards delinquency.

The administration of aptitude tests clearly revealed that the verbal ability of the boy was much higher than his number ability, and an investigation into his leisure time activities at home convinced everybody that his literary interests were marked. The guidance expert was able to convince the father that social opportunities for an arts student were not as limited as they had been in his time; on his advice the boy was allowed to drop additional mathematics, and within six months appeared to be rehabilitated. This example should convince readers that a guidance service exists for and can serve the genuine needs of parents, teachers and pupils.

Hence parents should be among the first to welcome the guidance service in schools. As the traditional highways for education and vocation seem to be sadly overcrowded and afflicted with cut-throat competition, parents sadly need information about new or comparatively little known educational and vocational avenues, which might, almost equally well, satisfy their legitimate aspirations in regard to their children. For example, the news of apprenticeships (after the I.Sc. examination) in an Engineering Firm may be welcome to the parent who has failed to secure the admission of his boy in an Engineering College. When therefore, despite their provision of liberal educational facilities and the maximum of coaching and encouragement, parents find that their children are not doing as well as expected, they should consider it necessary to have a scientific appraisal of the abilities and interests of the children to know where they may

score their best. This is doubly necessary to-day as it is being increasingly realised that in the present social conditions, any profession can satisfy one's ambition if he can make a real success of it. For instance if a child has a real talent for music, it can offer him an excellent career, unthinkable in this country even a decade ago. Enlightened parents should further realise clearly, and act upon the well-established fact, that undesirable behaviour problems in children can only be remedied through expert handling. One of the many tasks of the School Guidance Service will be to deal with such problems, hence the parents should be the most enthusiastic supporters of the School Guidance Service and should work in closest co-operation with it.

Whole-hearted Parental Co-operation is Needed

There is no doubt that guidance work, at least in this country, can never be a real success unless the parents whole-heartedly co-operate with it, since, because of the very close emotional ties between them and their children, Indian parents exert a considerable formative influence in the development of the future hopes and aspirations of their children (one of the authors was surprised to overhear his eleven-year old daughter expressing her desire to a friend to become a psychologist when she grew up), for in most cases the children accept their parents' wishes and desires about them. Again in this country, the responsibility of educating children and setting them in life also rests almost entirely with the parents, and the future of their children largely depends upon parental efforts and self-sacrifice. Hence, guidance work cannot hope to have the slightest chance of success in India unless the parents whole-heartedly co-operate with it.

Parents can contribute a great deal to the success of the guidance programme by detecting the aptitudes and interests of their children, and, wherever possible, developing them along the right lines. Teacher's efforts in this direction must be supplemented by those of parents who can and should play in the home the role played by the teachers in the school. Attempts should therefore be made to appraise the abilities and interests of children, and opportunities should be provided for the development of those abilities and interests through appropriate home activities, family excursions etc. Parents can also help the children

in fighting educational backwardness and problem behaviour by giving them educational help, emotional support etc. They can make available to their children information about courses and careers, and gradually develop in them hopes and aspirations suited to their abilities and interests. In short, the work of the teachers in the school must be supplemented adequately by parents at home. Parents should not think that the above work will place any extra burden on them: with a little forethought it can be done in the course of normal family living, if the ordinary family activities are planned to a certain extent to achieve the above objectives.

Parents can also actively help the teachers in their guidance activities. Individual parents serving as members of the School Guidance Committees, and presenting the parents' point of view on them can exert a healthy influence in the determination of guidance policies; indeed School Guidance Committees cannot function efficiently without adequate and active parental representation. Again, parents drawn from variegated walks of life command many more social resources than the teachers; these resources should be made available for guidance purposes. Parents for instance can be helpful in arranging excursions, giving career talks, and other school guidance activities. Their influence may be effectively utilised for the proper educational and vocational placement of pupils. Special Committees of parents, with representatives of the teachers, may work for such a purpose. In short especially in the guidance field, teachers cannot work effectively without help from parents who must form an important and active element of the guidance services in any school.

Essential though their co-operation is, it is not unlikely that the majority of parents in our country will consider guidance a hindrance rather than a help, and regard it with suspicion and hostility as an undue interference with their right to educate their children and place them in life according to their wishes. Even in the case of such simple and traditional guidance work as class-promotion, or the selection of new entrants to a class, it is common experience for heads and teachers to be pressed by parents for promotion or admission of pupils despite convincing evidence of their inability to profit by instruction in the next higher grade or class. On many occasions, the authors have heard parents

cynically commenting that school examinations and other selection tests were mere eye-wash, a cover for the favouritism and nepotism in which school authorities commonly indulge. As the scope of guidance services is much wider, it is very essential for parents to be taken into full confidence from the very start.

Parents and Teachers Co-workers in Guidance

The first efforts to win over the parents should be directed towards reorientation of the attitudes of both teachers and parents towards one another with regard to the education of the child.

How can this be accomplished? An objective analysis of mutual attitudes of parents and teachers in the promotion situation, a typical guidance issue, should throw light on ways and means of developing co-operation between these two parents in guidance work.

Teachers' Side: (1) Teachers consider⁷ educational guidance in the matter of promotion their exclusive concern and privilege; lay interference in the field, they are sure, will be harmful to the pupil and the school. (2) Teachers have absolute faith in their assessment of pupils, though they seldom bother to ascertain its reliability or validity. (3) Teachers tend to consider the issue of promotion from a relatively detached and impersonal point of view; they are not always fully conscious of its implications to the pupils and the parents.

Parents' Side: (1) It is very difficult for parents to accept the fact of educational backwardness of their children—it spells disillusionment and great frustration to them. (2) They wishfully think that even if the child is backward, he will catch up, if needs be, with some extra help. Having no great insight into the processes of education, they fail to realise that promotion to a higher grade, if the child is below average, reduces his chances of improvement. (3) They do not have much faith in examinations; they consider them to be a matter of chance. An unfavourable chance caused the failure of the child, a favourable one would have resulted in success! (4) Most parents seem to be concerned more with the examination success of the children than their real welfare. Denial of promotion, therefore, is con-

sidered by them as directly against their interests, and the interests of their children.

Give and Take

It seems needless to state that the attitude of both parties needs reorientation:—

(1) Teachers must accept parents as partners in the task of educating the children, with full rights and responsibilities and such responsibilities should not only be imposed on parents when the children reveal any educational or behavioural problem. Hence they should not only be urged to provide more effective home assistance of the children, but should also be taken into full confidence in any issue of guidance.

(2) Teachers would do well to remember that they are not infallible in their judgment of their pupils; they should clearly realise that their methods of assessment have their limitations, and that a human individual can never be adequately measured.

(1) On the parents' side, it should be remembered that their interests and those of the school are not opposed but run in parallel lines. (2) Parents should realise that School examinations, though not 100% reliable, give a fair indication of ability, particularly when a number of examinations, indicate more or less the same thing. Parents may seek to co-operate with the school in improving the reliability and validity of the examinations, but it would not be in their best interest to reject their results out of hand. (3) Parents should realise that it is always better to face the reality about their children, even though it is unpleasant, and to try to find out remedies for it, than to live in a fool's paradise about them. (4) Parents should be made aware that modern life offers a great variety of avenues for the success of the child, provided he is efficient in the line selected; further that every child has aptitudes and interests for one line or another, and that if they are detected at the right time and developed properly, the child is sure to meet with success in life. If they really wish to help their children, therefore, parents should avoid thrusting their own ideas and ambitions upon them, irrespective of their own special aptitudes and interests; they should rather

co-operate with the school in finding out their aptitudes and interests and properly developing them.

We anticipate that, at first, parents may be slow in offering their co-operation in guidance work, even though it exists largely to promote their interests and those of children. It is also common experience that even the most enlightened parents take little direct interest in the education of their children; Parent-Teacher associations in schools usually fail because of the lack of parental interest in them. This unsatisfactory situation must be remedied. We may accept the principle of division of labour in regard to the production of the economic necessities of life; there cannot be such division of labour in regard to the education of children, for; to be fruitful, it must be a joint responsibility of the school and the family.

Winning Parental Co-operation

It may be helpful to try to make an estimate of the co-operation in guidance work which may be expected from the parents by any school starting a School Guidance Service. Parents may be classified as follows from the point of view of the co-operation which may be expected from them:

(1) *Educationally and Economically Handicapped Parents:*

These constitute the majority of our parents. Most of them take no direct interest in the education of their children because of their lack of self-confidence. The teachers also usually ignore them, and scorn to seek their co-operation in guidance work. But such parents can make as valuable a contribution to guidance work as any other group of parents, provided they are initiated into the fundamental principles of guidance. This should not be considered an impossible task, if we remember that through efficient methods of adult education this country has made even illiterate people well acquainted with the most abstruse metaphysical thoughts. We should also remember on the positive side that these parents are often rich in experience of life, have the deepest love for their children, and are ready to make any sacrifice for them. Hence if they approached in the right way these parents may be the easiest to win over.

(2) *Lower Middle Class Parents:* The second group of parents consists of these who expect too much of children, and at the same time leave the entire responsibility for their education to others. Such parents, who usually belong to the lower middle class, are over solicitous concerning the future of their children, often due to the desire to realise their frustrated ambitions through them. Such parents are ready to incur expenditure beyond their means by sending their children to expensive schools and engaging private tutors for them. But teachers cannot expect much co-operation from them; they have no time to discuss the education of their children with the teachers, and if they have any free-time, they seek forms of relaxation other than the company of their children. Such parents do not seem to be at all conscious of their educative role in the life of the children. Very often, their own actions defeat their ends, and their reaction is to become critical of the teachers and hard upon their children. There is also an educational problem, though of a different kind; such parents should be made aware that the responsibility for the education of their children cannot be completely passed on to others, and that they themselves have a direct and positive role to play in this field. They must be brought to realise that not only must their hopes and aspirations for their children be realistically based upon their abilities and interests and the social opportunities available to them, but that they must be prepared to actively help them towards their achievement.

(3) *Upper Middle Class Parents:* This group of parents has the highest ambitions for their children, whom they naturally desire to be better placed than themselves. At the same time they are usually more enlightened and feel the necessity both of a scientific appraisal of the abilities and interests of the children and an adequate knowledge of available social opportunities in realising their ambitions for their children. But they find it difficult to accept facts if they are not in keeping with their ideas and hopes concerning the future of their children, and often interfere with the teachers. They also have very strong convictions about the necessity for University degrees, and the prestige of this or that kind of work which cannot be supported by reasons. Another difficulty experienced with this group of parents is that,

though conscious of the parental role in the education of the children, fathers hardly find time to shoulder their responsibility, leaving it entirely to the mothers. But participation of *both* the parents is a necessity. Moreover, mothers, because of the limitations under which they function in our society, cannot be as effective as the fathers in guidance work. A little guidance from the school authorities should make such parents the best co-operators in guidance work.

(4) *Rich Parents*: Such parents are keen about the education of their children, but they frequently think that the sending of children to the most expensive schools and engaging a number of highly qualified tutors can substitute for parental concern and participation in the education of their children. They are also less purposive about the education of their children and generally are not conscious that their own often undesirable ideals and activities are constantly influencing their children. Tactful initiation of such parents into the principles of education and guidance should go a long way to solve the problem of co-operation from such parents.

Indian parents up from all classes of society are generally deeply solicitous concerning the future of their children and ready to make almost any sacrifice for this purpose. Hence if they could be made to realise the true significance of their role in the guidance of their children, there would be no lack of co-operation from them. It is well known that, unknowingly, parents often defeat their own ends by their own actions; but if they can be made to realise their mistakes, they can and will be the greatest educative force in the life of children. It is only education of the right kind which can secure the effective participation of parents in guidance work.

Very often parents' ambitions in regard to their children and the children's abilities and interests are poles apart, and parental efforts to make the children serve as bridges between the two inevitably result in breakdown and failure for them. In their desire to realise their frustrated ambitions through their children, and in their solicitude to ensure them a particular standard of life, parents, only too often, forget that children cannot be made to measure. They have been born with certain abilities, and

the environment in which they have grown up and developed has given them certain advantages and limitations; attempts to ignore these factors and force things may result in complete failure and extreme unhappiness. Two examples may help to clarify the point. A student having passed the Matriculation examination in the second division failed to appear for the I.Sc. examination for three consecutive years. In the first year, he came out of the examination hall complaining of loss of memory; in the second year he fell ill a day before the examination; and in the third year, he played truant and fled from home the night before the examination. By the administration of intelligence tests it was found that though the boy had less than average intelligence, his father had engaged a number of private tutors and made him work very hard during the Matriculation examination, so that he was able to scrape a second division. But help from private tutors and hard work were not enough when he had to cope with the I.Sc. course, particularly since his father had drilled into him the idea that unless he secured a first division, it was no use his passing the examination. In another case an Engineer father forced his son to take the technical course while the boy himself wanted to take humanities and become a journalist, and his school attainments and psychological test results also showed that he could be expected to do well in the humanities course. To cut a long story short the boy had to be transferred to humanities after six months, because of poor work in science. Parents should be made aware of the principle of "non-directive guidance"—that their children should be permitted to develop their own ideals and ambitions and have a large say in deciding what is best for them. Parents and teachers can only help them in this matter, and even this help must be offered most unobtrusively, otherwise it may have the opposite results.

Parents can best influence children indirectly by suggestion and manipulation of the environment. For example, to stimulate in the child the desire to become a scientist, he may be encouraged to read inspiring biographies of famous scientists, given opportunities at home to carry out simple scientific experiments or taken to scientific exhibitions etc. Where there is strong emotional affinity between parents and children, direct suggestions from them will also prove effective. But such suggestions must

be in line with the basic facts about the child ; his abilities, his level of achievements, his developed interests and personality traits must be given due consideration. For example, a child with less than average intelligence or very poor achievement in mathematics cannot be expected to become a successful scientist. Forcing resistant children to do things rarely produces good results. When all is said and done, what do all parents really want for their children? We should think a happy and contented life, arising out of the realisation of their potentialities. Our task in guidance is to convince parents that their ambitions for their children should be on a par with their abilities. It is admitted that such acceptance is not always easy for parents, but it is best for everybody concerned.

Respect the Child's 'View-point'.

There is a common notion among parents that children, because of their immaturity and experience, cannot know what is best for them. They argue that parents who are ripe in age and rich in experience, and out to serve the best interests of their children, are surely the best judge of their interests. The other day, for instance, an enlightened mother asked one of the authors why people in guidance work gave greater weightage to the wishes and desires of children than to those of their parents.

The answer to her query is as follows:—

Parents, no doubt, think unselfishly of their children, but can they think objectively as well? Does not their love for children bias them? Are they sure that they always examine issues from their children's point of view? Is not their experience (however rich and varied this may be) biased by their own abilities, personality traits etc. which may be different from those of their children? Researches show that parents' judgment of children is less dependable than that of children of themselves. Again, whatever may be the parents' ambitions, they have to be realised by the children; parents cannot realise them for the children, and as long as children refuse to accept the ambitions of parents in their regard, they cannot be motivated to realise them. Parents may try to influence and persuade them, but, in the case of a difference of opinion, the children's wishes and desires

should be given greater credit. It is hard to substitute this new principle for the old, but it is more scientific.

The parents' idea that they know most about their children, more than teachers, the children themselves, or anybody else is also not borne out by facts. Loving them best does not necessarily mean knowing them best. Parents may have had closer associations with children, but they are seldom their confidantes, particularly after adolescence. Parents also seldom make any attempt at an objective appraisal of their children. There are many cases recorded of the parents' estimate of the child, and the child's own recorded self-estimate, and follow-up studies have testified to the correctness of the latter. This may be a disillusionment, but it has to be accepted in the best interests of the child.

Parents, in their excessive love for children, almost always pitch targets for them at the highest. But a modest ambition realised is better than a high ambition given up midway. However painful it may be, it is wise to accept realities in life. Targets for children should only be fixed after a very careful examination of the entire pros and cons of the situation. Again because of the uncertain prospects in the extremely competitive society in which we live, parents like to have more than one target for their children at the same time; for example many a boy is trying to do his Inter Science and a Shorthand course at the same time. It may be wise for parents to remember that trying to paddle two boats simultaneously may be dangerous. In these days of specialisation it may not also be good to have too general a goal for the child; one who aims to fit into everything, may not be a good fit in anything.

Moving with the Times

Ours is a dynamic society. Tremendous changes have taken place in the course of the last ten years, and many more are on the way. The value system and educational and employment opportunities have changed and are changing very rapidly. To guide the students to best advantage one should not only be abreast with the times, but should also be able to look into the future. Unfortunately out-of-date concepts about job pres-

tiges (e.g. the shoe trade is *not* for gentlemen, and nursing is *not* for ladies) and the employment prospects of certain types of education (e.g. a University Degree is better than training as a technician) handicap our parents as reliable guides to children. Parents should strive to get rid of such wrong notions for the sake of their children.

Knowledge to be Acquired

Guidance aims to help parents by the use of scientific techniques. In order that they may develop confidence in them, parents should be given some idea about modern methods of objective assessment, for, unless they are initiated into the secrets of psychological tests, objective attainments tests, objective ratings etc., parents can not be expected to place much faith in them, particularly when their assessment differs from their own. Further, acquaintance with modern methods of objective assessment may help to make parents more objective in their assessments of children.

It is also necessary for parents to know the varied educational and vocational opportunities available for children in our society so that they may better help the children in the proper selection of courses and careers. Parents should also have knowledge of the requirements and they should be introduced to fundamental methods of guidance and education. For example, they should know that suggestion and environmental manipulation are likely to produce better results in guidance than dictation, and that the educational potentialities of children may be lessened rather than increased by constant parental criticism.

Creating Guidance Consciousness in Parents

Most Heads and teachers, after a little consideration, would agree that parents have a vitally important guidance role to play in the guidance programme. They would agree, perhaps even more wholeheartedly, that the majority of parents are quite incapable of fulfilling their guidance role adequately without adequate guidance themselves. The task of educating or re-educating the parents by giving them the understanding and specialised knowledge necessary to shoulder their guidance responsibilities

with a fair degree of success devolves on the school authorities, and more especially on the Heads and the Teacher-Counsellors. They must regard parental education as one of their most important responsibilities, for, as we have stressed in this Chapter, without the right type of co-operation from the parents, no guidance programme can be a real success.

How can the education of parents in guidance be best accomplished? It is not likely that many parents would be prepared to attend a regular course on guidance such as has been suggested for teachers and Teacher-Counsellors. Most parents would neither be able to spare the time, nor are they likely to show much enthusiasm for such a course. The best approach therefore to producing the desired modification of attitudes and the desired knowledge in parents at large will probably be through the ordinary processes of social living.

Propaganda of the right type about guidance can be disseminated among parents by the effective use of the mass media of communication which have become so necessary a part of modern living. The spoken word and the printed word, the Cinema and the Radio, and, when it comes to India, Television can all be utilised as channels of communication. The following methods of communication will also be found especially useful:

1. Pamphlets, booklets, and leaflets written in simple non-technical language should be produced by the Central and State Bureaux of Educational and Vocational Guidance, the Rotary Club, the Directorate of Resettlement and Reemployment etc. and widely distributed through the schools to parents and guardians. Such pamphlets should deal both with the basic essentials of guidance theory and procedure that should be grasped by parents, so as to create in them a right attitude towards guidance, and supply varied and accurate knowledge of careers and courses open to school leavers and the special qualifications, academic, professional and personal, needed for success in them.

2. Newspapers should be encouraged to start special Guidance Corners in which are posted popular articles on various aspects of guidance, forums for discussion of guidance problems, and authoritative answers to specific guidance difficulties of readers will figure regularly.

3. Short documentary films exhibited in public Cinemas in which guidance procedures are illustrated, and guidance problems are brought vividly into focus, and a well planned programme of radio talks, films, discussions and short playlets on various aspects and problems of guidance will help considerably to make parents and the community at large guidance conscious.

The Schools and Parental Guidance Education

The mass media, though effective up to a point, tend to be somewhat impersonal, which limits their range, effectiveness and personal appeal. This "personal factor", which is so important in the education of parents, can and must be supplied by the schools themselves. We outline below some of the methods by which the schools can make effective contact with the parents and educate them to play their guidance role effectively:

1. Career Conferences

Such Conferences should be arranged for groups of parents, (especially of children in the Senior Classes), and their children, from time to time by the School authorities. The keynotes for such conferences should be interest, vitality and variety, for nothing is more deadly than boredom. Their aim is to impart occupational information to parents and students in a 'live' manner by bringing them in contact with people representative of all types of professions. Some of the activities that can be used at such Conference are as follows:—

- (i) Short, lively Career Talks could be given by people, successful in various walks of life. If such talks can be given by parents themselves so much the better, for the more effective they will be.
- (ii) Symposia and Brain Trusts in which outside experts, teachers, and parents participate in a discussion of various aspects and problems of guidance can be organised.
- (iii) Exhibitions are an effective visual mean of stirring up interest in guidance. Charts, diagrams, models and leaflets can be used to modify wrong attitudes and develop right attitudes towards guidance; information about Careers and Courses can be effectively presented.

and guidance procedures and techniques can be vividly illustrated through models, charts and "live" demonstrations.

- (iv) Short playlets, dramatising various aspects and problems of guidance, are an excellent means of spotlighting such themes in an interesting and arresting manner.

A properly planned Career Conference will accomplish several objectives. It will stimulate parents and children to think seriously about the future careers of the latter, and provide them with a background of knowledge to enable them to make a realistic and informed choice. It will also enable the school to establish vital rapport not only with parents but with the community at large, and make local employers aware of their obligations to school-leavers and about the problems of young people about to leave school.

2. *Individual Contacts*

Group contacts with parents and guardians are necessary and desirable : personal contacts with individual parents and guardians are still more necessary and desirable. Since the time and energy at the disposal of the Head and Teacher-Counsellor, who are the best persons on the staff of a school to make such personal contacts, is limited, the contact with parents in general, especially, in a large school, will probably have to be mainly by correspondence. Whenever such correspondence becomes necessary care should be taken to make it as un-official and human as possible. For officialness will destroy that personal bond which the writer is endeavouring to establish with his correspondent.

But while contacts through correspondence may be necessary with the general run of parents, direct contact with certain categories of parents and certain individual parents is unavoidable, indeed indispensable. At critical moments in the school career of the child, in the important *delta class* when the child, has to choose the course he is to elect, and in his final year when the choice of a vocation begins to loom large, Heads and Teacher-Counsellors must find the time to give each parent at least one personal interview. At such an interview, which should be as friendly as possible, the Head or Teacher-Counsellor will exchange with the parent their knowledge and experience of the

child, and their hopes and fears in his regard. The idea behind such a personal meeting should never be to dictate to the parent what his child should do, or should be; it should be to place before him all the relevant facts, and help him to make a personal decision. Personal interviews between school authorities and individual parents of a more delicate type are also necessary in the case of problem, difficult or maladjusted children, for most 'problems' have their origin in the home, or in the school, or in a faulty relationship between the two.

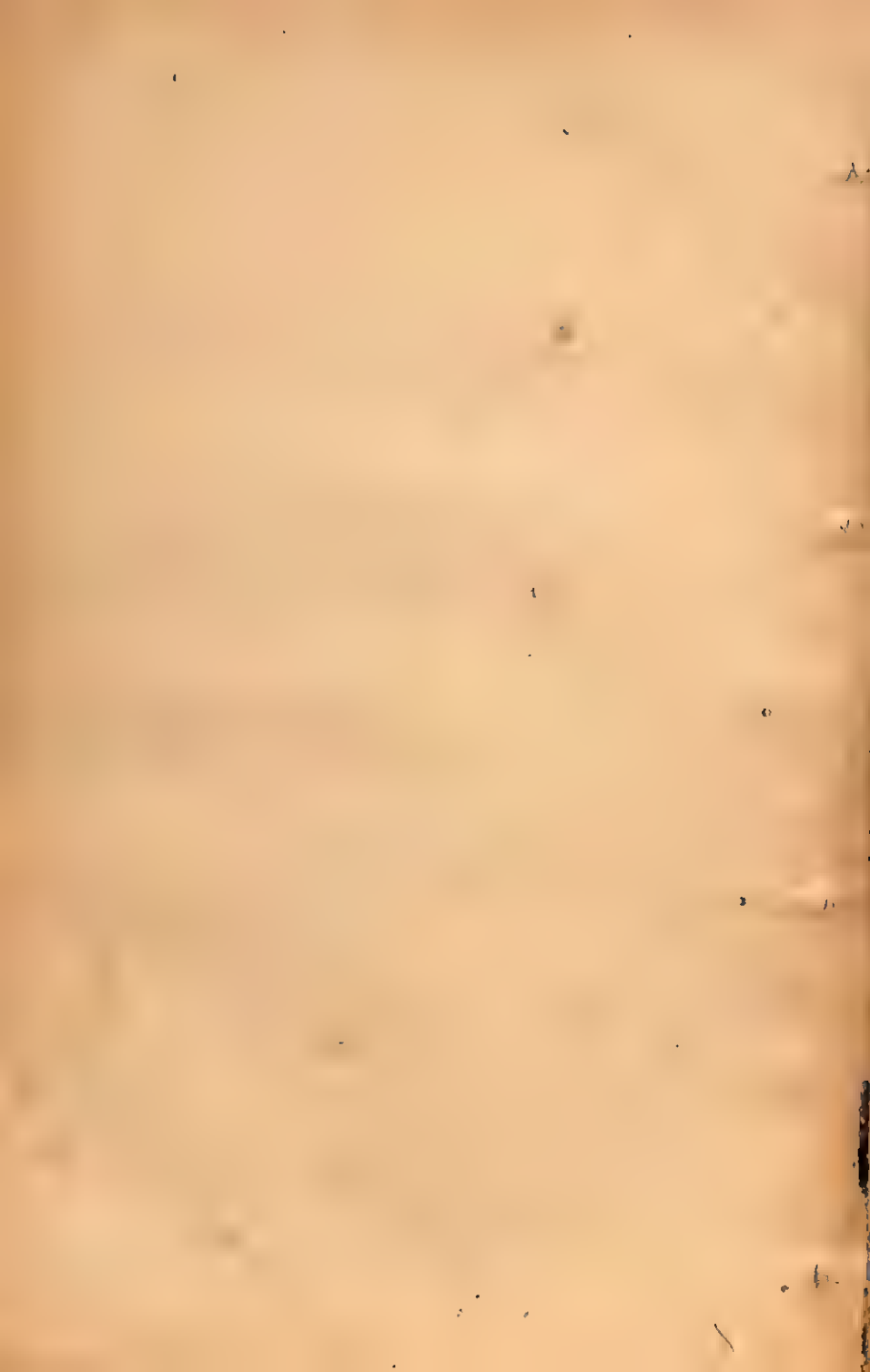
3. *Parent-Teacher Associations*

Finally, a more formal and continuous type of education of parents with regard to guidance can be made possible by the formation of a Parent-Teacher Association in every school through which staff and parents meet together fairly regularly to discuss mutual problems and pool their knowledge and experiences concerning the children who are their common responsibility. Such P.T.A's which do excellent work in England and America, if conducted along the right lines, can be a very effective force in the education of both the parents and of the teachers.

These, then, are some of the ways by which the education of parents in their guidance duties and responsibilities can be accomplished. Effectively used and co-ordinated they will do much towards making the public at large, and especially that vitally important section of it which consists of parents and guardians, guidance conscious, thus enabling them, in close co-operation with the school, to play an effective and healthy role in shaping the future of their children.

PART II

THE SCHOOL GUIDANCE SERVICE AT WORK



CHAPTER 7

TOWARDS AN EFFECTIVE GUIDANCE SERVICE FOR OUR SCHOOLS: BASIC OVERALL GUIDANCE PROGRAMME

A basic overall Guidance Service in a country or State should include the following services:—

1. *The Maintenance of adequate Individual Records* (Cumulative preferably) for all students in our Secondary schools, and their proper and effective use for Counselling. This is primarily the responsibility of the schools, but they will need the help of the State and Regional Bureaux experts in the drawing up, maintenance, and use of adequate records. (Vide Chapters 8 and 9).

2. *The Provision of Information on Careers*

The main responsibility for providing such information will vest with the Directorate of National Employment Service, Youth Employment Bureaux, Commercial firms etc. The Central, State and Regional Bureaux should sift the information supplied by such agencies and publish it in a form suitable for adolescent consumption, and it will be the task of the schools to present such information to their students in an interesting and understandable manner. (Vide Chapter 10).

3. *Provision of information about opportunities for further education*, and vocational training available for school-leavers. Most of this information should be collected and disseminated by the Central, State and Regional Bureaux of Educational and Vocational Guidance: some can also be collected by school authorities themselves (Vide Chapter 10). It should be disseminated to the pupils by the schools.

4. *Development of Interests and Aptitudes:*

Interests and aptitudes may lie dormant in the absence of proper facilities for development. It should be the duty of the schools, to provide for diversified activities (through Hobby Clubs etc.) for the development of the interests and aptitudes of pupils.

5. *Individual Counselling* both to normal children and to children with problems of various kinds—educational and psychological—to help them to make the best use of their abilities and aptitudes at school or to promote or restore sound mental health. Such counselling should ordinarily be provided by the Heads, and Teacher-Counsellors; difficult cases should be referred to the State Bureau, or Child Guidance Clinic (Vide Chapter 11).

6. *Placement.*

The State and Regional Bureaux, and the Schools, in close co-operation with Government Youth Employment Bureaux, should endeavour, as far as lies in their power, to place students in suitable institutions for further education and training, and help them to adjust themselves to their new situation (Vide Chapter 10).

7. *Follow-up*

Schools and the State and Regional Bureaux have a responsibility to keep in touch with school-leavers, as far as possible, for some time after they have left school to test the effectiveness of their guidance and to help them to bridge the gap between school and work as speedily and painlessly as possible.

8. *Co-ordination of School, Home and Community Resources for Guidance Purposes*

The Central, State and Regional Bureaux, and the schools should work together to establish a healthy relationship with parents, employers and the community at large to obtain their active co-operation and support which is essential for the success of any guidance programme (Vide Chapter 6).

9. *Research and in-Service Training:*

These are both vitally necessary if the guidance programme of the schools is to be constantly deepened, extended and improved. The carrying out of research into the theory and practice of guidance, and in-service training of Heads, teachers, and Teacher-Counsellors is primarily the responsibility of the Central, State and Regional Bureaux. But as these cannot work in isolation, they will need the active help and co-operation of the schools and of the University and Training Colleges.

Nature and Scope of Guidance

As the word guidance in its full connotation is almost synonymous with education, it covers all pupils and all school-activities. The expression "educational and vocational guidance" is generally used in a more limited sense, still it has to concern itself with all pupils throughout the period of their schooling. And though we endeavour to relate vocational to education, it should be remembered that our service is essentially educational, our effort is to enable all students to receive, and utilise in later life, as full an education as is possible in accordance with their age, abilities and interests. Guidance is essentially personal, aiming at helping each pupil to make the most of his schooling by adapting the education given at school to his own individual needs, abilities and interests; it seeks to make the education fit the child, and not vice versa. It is a continuous developmental process and offers assistance throughout the child's career in school. But it is especially necessary at critical phases in the child's developmental history i.e. when he develops 'problems' due to emotional upsets or psychological maladjustments or backwardness in school subjects. Guidance also becomes vitally necessary when the child reaches that crucial period in his schooling when he has to choose between several groups of subjects (Humanities, Sciences, Technical, Commercial etc.). This type of guidance is essentially educational guidance. In the last couple of years of schooling, however, guidance begins to be, of necessity, prevocational and vocational guidance. Guidance now aims more specifically at helping the student to choose a vocation suited to his abilities, aptitudes and interests; guidance also has to show him a way to reach his goal.

Guidance is essentially non-directive. It aims not to tell children, or their parents, what they should do, but to help Johnny to help himself, by helping him to a better appraisal of his own abilities, interests, achievements, economic and social circumstance etc. on the one hand, and vocational and allied opportunities on the other hand. Guidance to-day usually takes the form of personal counselling when it is most effective.

With the reorganisation of our system of Secondary education, special problems of guidance are being faced at the end of

the Junior school stage (Class VIII). Because of the diversification of courses at this stage, pupils are called upon to make important curricular choices. They have to be given individual help in making the best choice. This problem of choice is not confined to Multipurpose schools providing diversified courses; it also affects unilateral schools, and even Junior High schools. Class VIII, in whichever type of school it may be, is being designated as the "delta class", and is considered to be the most important year for school guidance work. Multipurpose schools are being established on a regional basis with the understanding that they will draw their pupils from other types of schools within the region according to their suitability to profit by the courses offered by them. In this way Multipurpose schools will have a number of feeder schools from which to draw their pupils, for it is realized that without sufficient mobility of pupils from one school to another, according to their interests and abilities and according to the different courses available in the schools, the principle of giving education according to the pupils' abilities and interests cannot be realised. Hence the pupils in the 'delta class' (Class VIII) need special help to arrive at a correct appraisal of their abilities and interests, and of the educational and occupational opportunities available, so that they may try for admission in the school providing the course best suited to them. Again, a number of pupils will proceed for vocational training at the end of the junior school stage; they will need help in choosing the right training and in being placed in it.

Guidance is still more important towards the end of the school stage. Pupils have now to move towards still greater specialisation and a life's decision has to be taken. Moreover, when students are about to leave or have just left school, guidance problems appear more delicate because of the critical stage of psychological growth and development reached by them, and because of the change from one kind of educational discipline (School) to another (University or Work); guidance must help towards a solution to all these problems.

In the light of the general considerations dealt with earlier in this Chapter, we have singled out below a few broad groups of activities and experiences which a good School Guidance Programme should endeavour to provide. No attempt has been made

to draw up a specific model programme ; conditions vary considerably from school to school, hence each school will have to draw up its own programme tailored to its own needs and resources. But in doing so, the authors feel, the school should endeavour to provide for as many of the following guidance services as possible.

1. *Guidance & Personal Counselling*

Guidance is essentially a personal service which should seek to help individual pupils in various ways:

(a) In fighting educational retardation: if a pupil's achievement is falling short of his potentialities, the guidance service should come to his help. Special attention should be given if the pupil's retardation is in subjects which are particularly relevant to his future course of studies, or the vocation for which he may be otherwise best suited. For example, when the number ability of a pupil is high, when he has marked scientific interests, and when his marks in general science are also good, he should be given special help if he is retarded in Arithmetic or Algebra so that he may not be precluded from taking the science or technical course in future. Educational and vocational guidance cannot be effective without treatment of educational retardation.

(b) The guidance service of a school must help the individual child in partially or totally solving his emotional problems and in adjusting himself properly to the school and the family. This is essential for effective functioning in any field. Educational retardation and emotional problems go hand in hand ; one cannot be treated apart from the other. Further, it is possible that a pupil otherwise suited for a particular course of study or vocation may not be able pursue it because of the development of certain undesirable personality traits (e.g. a pupil may not succeed in a medical course because of extreme nervousness or because of a phobia against his dead.) Educational and vocational guidance should therefore where necessary also endeavour to suppress undesirable traits and develop desirable personality traits in pupils.

(c) A school guidance service must assist every pupil to have better ideas about his own abilities and achievements, in terms of the course of studies or vocation he wishes to take. We gene-

rally tend to overestimate or underestimate our own abilities and achievements; standardised tests are therefore necessary to help us to make a more precise appraisal of ourselves in terms of the group to which we belong. Moreover objective analysis of the different courses of studies and vocations has been made in terms of abilities and achievements. Scientific appraisal of oneself on the one hand, and of the requirements of different courses and vocations on the other, is a necessity for making a wise choice and should constitute an essential pre-requisite to any educational and vocational guidance.

(d) The school guidance service must help every child to acquire necessary information for making choices in regard to courses and careers. In modern times courses and careers are so numerous that it is extremely difficult to know about them all. Information about various courses and careers must therefore be systematically disseminated to the pupils through different methods, for they cannot be expected to learn much about them from the ordinary course of schooling and living in the society, and, without such information, it will not be possible for them to choose courses and careers wisely.

(e) Finally a school guidance service should, in co-operation with parents, training institutions, employers and others, assist as many pupils as possible to be admitted to their chosen line of study or work. The guidance worker should discuss this important matter with the parents, and he should also try to put the pupil into contact with proper institutions or proper organisations for the realization of his ambition.

2. *Guidance through the Classes—A Continuous Process*

The type of guidance needed in different classes will differ, but the guidance programme in a school should be looked on as a whole, and the unity of purpose which underlies education should interrelate guidance work in different classes. Thus while the delta class and the School-leaving class may be considered as the most important classes for guidance work, it should start with and VII should be gradually prepared for making a choice among the diversified courses which they will have to make at the end of the delta class.

Attempts should accordingly be made to develop their interests and aptitudes and to gradually provide them such information on courses and careers. In case any of them suffer from problem behaviour or backwardness, attempts should be made to apply appropriate remedial measures. Cumulative Records about their varied abilities and achievements should be also maintained wherever possible.

Class VIII, the delta class, will be undoubtedly the most important class for guidance activities under the Multipurpose school system. At this stage those who are not suitable to higher secondary school work should be guided to the different vocational training institutions such as the Junior Technical Schools, Industrial schools and Commercial schools suited to their interests and aptitudes; those who are fit to continue their studies in Secondary schools should be carefully guided towards the selection of courses best suited to them. Since vitally important decisions for the future have to be taken at this stage, activities begun in Classes VI & VII have not only to be continued in this class; they have also to be intensified. Psychological tests should be administered at this stage to supplement the information already gathered about the pupil from other sources. More systematic 'guidance talks' with an eye to the immediate problems before the pupils have to be given. Finally the pupil has to be personally counselled to help him gain insight into his aptitudes and attainments, and to assist him to choose the future course of studies best suited to him. Every attempt should also be made to interview the parent or the guardian of each pupil in this connection.

Pupils in Class IX present a slightly different guidance problem. Selection of diversified courses has already been made; the problem now is to make a close follow-up. If a wrong choice becomes evident, it should be corrected; in case of pupils falling behind because of other reasons, a diagnosis as to the causes has to be made and appropriate remedial measures adopted.

Pupils of Class X have to be gradually prepared for the decisions they have to take at the end of their Secondary school career, through activities similar to those in Classes VI & VII. Lastly guidance work in Class XI should be more or less like that in Class VIII, but with more emphasis on vocational orien-

tation and preparation for post-school adjustments to work or further education and training.

Besides these general guidance activities we would also like to stress some specific guidance activities which should be undertaken as a part of a basic School Guidance Programme.

Important Scientific Guidance Activities in School

Group Guidance

The term guidance implies individual help. But there is also scope for group work, which is designated as group guidance, with a view to secure general orientation or to cater for group needs. Both visual and auditory methods of education may be utilised for such group work. Some specific objectives in group guidance may be as follows:—(1) Removal of prejudices and unhealthy attitudes interfering with scientific guidance work (e.g. prejudices of parents in favour of University courses as against non-University ones) (2) Development of attitudes conducive to scientific guidance work (e.g. the pupils' point of view should be given greater credit than those of teachers and parents) (3) Dissemination of guidance information (e.g. Information about courses and careers; information about abilities and achievements necessary for success in different courses and vocations etc.).

Pupils in all the school classes, parents, and teachers come within the purview of group guidance work. It can be carried on in the following manner:—

(a) *Through Visual Methods*: (1) Guidance Exhibitions, along with School exhibitions or independently of them. (2) Systematic and regular presentation of visual-material for guidance in the School Guidance Corner. (3) Showing guidance films and filmstrips.

(b) *Through Auditory Methods*: (1) Guidance talks (2) Guidance excursions. (3) Discussions and debates on guidance problems—guidance conferences (4) Broadcasts on guidance.

Individual Guidance and Counselling

But, as has already been indicated, individual work is more important in guidance, and the basis for such work is the collec-

tion of information about individual pupil. This may be done in the following manner:

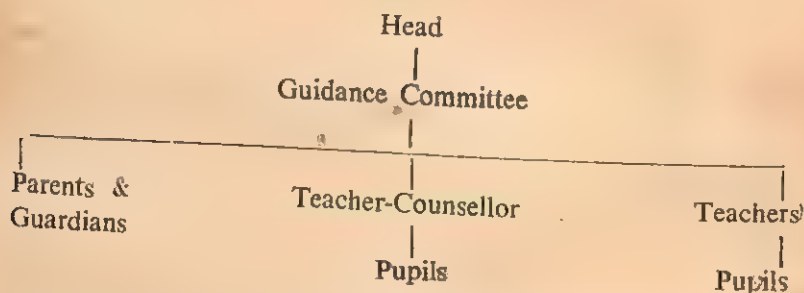
- (1) The maintenance of a Cumulative Record Card for every pupil, preferably from the date of his entry to the school.
- (2) The improvement of methods of school evaluation, the basis for the Record Card, by the introduction of a certain measure of objective testing and scientific rating of personality and interests.
- (3) The collection of all relevant information through the relevant psychological tests with a view to know the mental potentialities of pupils.
- (4) Making available all the information collected in reference to the courses or vocations available.

Finally, comes the all-important work of Counselling—helping pupils to make a scientific appraisal of their potentialities and achievements with reference to the courses and vocations available so that they may make the best possible choice. Counselling can only be done individually, every pupil has to be met separately for the purpose. As the delta class and the School-leaving year are the most important years from the guidance point of view, it is absolutely essential that pupils of these years should be met individually for counselling. Counselling of pupils should not be considered enough; the counselling of parents is as important, for, if they do not see eye to eye with the pupils, no guidance can be effective. Hence, whenever needed, the parents of the pupils of these two years have to be met individually.

Help in overcoming scholastic retardation and in fighting problem behaviour should be considered as parts of guidance procedure and an important part of counselling. In the course of the collection of information about the pupils, retardation and problem behaviour, which may stand in the way of taking otherwise suitable courses or vocations, may be revealed. For example, an otherwise suitable pupil may not be able to take the science course because of retardation in Arithmetic and Algebra; again, an otherwise suitable young man may not be able to take the medical profession, merely because he has a phobia against dead bodies. Help in time to overcome such retardation and problem behaviour must be considered within the scope of guidance counselling work.

Organisation of the Guidance Service in the School

It is felt that for the purpose of organising the above guidance activities and drawing up a basic guidance programme, the first necessity is the establishment of a School Guidance Committee which should lay down guidance policies and chart out guidance activities in the school on a planned basis. All directly involved in guidance work in the school should be represented on this Committee. The Headmaster, as the administrative head of the school, should be the Chairman of the Guidance Committee and there should be representatives of teachers and parents on it; the Teacher Counsellor may work as the Secretary of the Committee. This Committee should have power to co-opt, if necessary. Further, the pattern of organisation suggested by Ericsson & Smith in their standard work on "Organisation and Administration of Guidance Services" (Mcgraw Hill) would appear, with slight adaptations, to be most suitable for Secondary Schools in India.



From the chart it will be clear that there is bound to be a certain amount of duplication and overlapping of functions and responsibilities, but, given the right approach and correct human relationships, the possible sources of friction and misunderstanding can be reduced to a minimum.

The Head will be the Chairman of the Guidance Committee, but the main work of shaping and implementing its decisions will devolve on the Teacher-Counsellor whose functions, responsibilities and work are dealt with in some detail in Chapter 4. Though the Teacher-Counsellor may be; the specialist for guidance work, his specialisation is not

expected to be of such a level as would enable him to deal with the more delicate and complex issues of guidance. Hence he will need the expert help and guidance of the specialists of the State and Regional Bureaux of Educational and Vocational Guidance whose functions and specific field of work are outlined in Chapter 3.

If a basic minimum guidance programme is drawn up with the above principles in view, and incorporating as many as possible of the suggested activities, general and specific, dealt with in this chapter, the authors are convinced a good beginning will have been made from which further progress will inevitably follow.

Seven-Point Plan

Guidance consists in the attempt to match the individual with particular course or career. Its effectiveness, therefore, naturally depends upon the collection of all available information about both the individual and the course or career concerned. The National Institute of Industrial Psychology, London, after much experiment has developed a Seven-Point Plan for the study of the individual for guidance purposes, which, properly used, can be of great value in helping guidance workers in the collection and appraisal of relevant information about the individual.

1. *Physical Make-Up*

The importance of this element depends upon the physical requirements of the courses or the jobs under consideration. Generally speaking any special physical disability for the type of work under consideration or special impressiveness of physique, appearance, bearing, health and speech may be considered under this head.

2. *Attainments*

The type of education undergone by the individual and the extent to which he has benefited from it should be considered under this head. Though curricular school attainments are most significant under this head, co-curricular attainments, and even those acquired outside the school, should also be considered, particularly when they are relevant to the course or the job under consideration.

3. *General Intelligence*

Though emphasis upon intelligence in guidance work is less today than in the past, everybody agrees that a certain minimum of intelligence is necessary for success in any work. Courses and jobs have been classified according to basic intelligence requirements, and it is necessary to consider whether the individual possesses the minimum amount of intelligence for success in the course or job under consideration.

4. *Special Abilities*

Greater emphasis is now being placed on the possession of the special abilities required for success in a course or job. It should be noted that this is the age of specialisation. Specialised skill is needed in almost every job for to-day; there are no unskilled jobs, there are only unskilled men. The National Institute of Industrial Psychology, London, considers six special abilities in its guidance work:

(a) ability to understand mechanical things (to be distinguished from manual dexterity), (b) manual dexterity, (c) facility with words, (d) facility with figures, (e) drawing ability, (f) musical ability.

5. *Interests*

Proper motivation is regarded as an important key to success in any activity, hence the interests of the individual should be specially considered in guidance work. The N.I.I.P. considers interests in the following types of work: (i) intellectual (ii) practical/constructional (iii) physical (iv) social (v) artistic, as having importance from the guidance view point.

6. *Disposition*

No guidance can be given without consideration of personality traits, individually and collectively. Personality traits need to be specially considered to find out whether the individual is likely to satisfactorily adjust to the course or vocation. Moreover, the contribution of personality traits to success in the course or vocation under consideration is also very great. Intelligence, abilities and attainments cannot achieve much functional success unless supported by proper personality traits.

7. *Circumstances*

Both the social and economic circumstances of the individual have to be realistically considered in guidance work.

The primary objective of the Seven-Point Plan is to provide a handy and convenient tool for the individual in order to have a working profile of him, which he can endeavour to project in different curricular or vocational situations to find out which suits him best.

Collection of Information about Pupils

The Seven-Point scale given above provides a convenient and comprehensive framework for the collection and systematisation of information about individual pupils in need of guidance and counselling. But it is not easy to collect the information needed; it has to be gathered from various sources through different techniques and care has to be taken to ensure the reliability and validity of the information collected. Some of the important types of information that have to be collected, and suitable methods for collecting such information are dealt with below:

1. *Information about the Mental Potentialities of the Pupils*

An appraisal of the innate mental potentialities of pupils is considered essential in guidance work, for, without denying the value of education, it nevertheless is true that a child, to a large extent, is limited in his performance by his potentialities at birth, and, because of differences in innate potentiality, every individual is not equally at home in every work. Guidance to a large extent consists in determining, as far as is humanly possible, the innate potentialities of pupils and guiding them to courses and careers which suit their potentialities best.

It is extremely fortunate that during the present Century psychologists have developed fairly dependable measuring instruments (Mental tests, including tests of Intelligence) for the appraisal of the mental potentialities of individuals. But a warning needs to be sounded against the tendency to over-emphasise the importance of mental tests in guidance in our country. It should be noted that information about the mental potentialities of an individual, is only one of many kinds of information (e.g. attainments, interests, personality traits etc.) necessary for effective guidance. Again, though psychological tests are the most dependable instruments existing at present for measuring the human mind, yet even the best test cannot be guaranteed to be above

error. Further, no sound guidance can be given unless the information gathered about an individual is interpreted with reference to his family background and to the social opportunities available.

The above limitations of mental tests should, however, not lead us to minimise the importance of the accurate appraisal of mental potentialities in guidance work. Further, attempts should be made to develop goals for pupils in terms of their mental potentialities. Of the available courses and careers they should be guided to those most suited to their mental potentialities, for the setting of goals and the choice of courses and careers contrary to an individual's mental potentialities is sure to result in inefficiency, frustration, mental ill-health, and failure.

What are the mental potentialities of men? Which of them are more relevant to guidance? How can we measure them and utilise the results for guidance purposes?

Intelligence Tests

Among the mental potentialities, intelligence undoubtedly carries the greatest prestige. Binet, the French psychologist, first devised what we now call Intelligence Tests to single out pupils who were not expected to profit by instruction in normal classes with normal children. Spearman, the English psychologist, established the theory of intelligence on a psychometric basis; through the statistical analysis of mental test scores, he proved that in all mental activities there was a "G" factor (besides specific factors different in different activities)—the all-round mental ability involved in each and every mental functioning; the high possession of "G" or general intelligence was considered as indicative of success in all activities requiring mental functioning at a high level, as such its measurement was considered most important in selection for courses and vocations. During both World Wars, Intelligence tests were widely used for recruitment to various categories of military posts, and in advanced countries many industries also began to utilise them for personnel selection. In the U.K. the results of Intelligence tests are widely used, together with other information, for allotment of pupils to different types of Secondary Schools (Grammar, Technical, Modern) at 11 plus; but the relative importance of Intelligence test score as selection

criteria has declined since Prof. Vernon recently proved that coaching could appreciably affect the results, and stressed that the cumulative effect of environment, as exemplified by the family background, economic and social status, and the vocational ambitions of parents and children, was as important a factor in later educational and vocational success and failure as inborn intelligence.

Indeed, in recent times the emphasis upon the importance of general intelligence in selection and guidance has shifted a little. In America, consideration of differential aptitudes in place of intelligence is increasingly gaining ground. American psychologists are maintaining that a single test-score called the I.Q. cannot accurately predict the success of the pupils in different kinds of courses or activities. They hold that intelligence is made up of different component abilities basic to learning, significant and independent of one another. They are applying the factorial-analysis technique to test-scores to show that they form independent clusters which may be designated as differential aptitudes.

The application of the factorial analysis technique in the U.K. modified the country's views on Intelligence, but it did not result in radically changing the concept. The existence of a few other mental abilities, apart from intelligence, has been accepted, but the belief that the "G" saturates them all is still upheld, and a recent public opinion poll among American psychologists revealed that most of them still believed in Intelligence tests as important tools for preliminary screening in all selection and guidance work. Thus the view is still upheld by guidance experts today that though the possession of intelligence is not enough, a minimum of it is essential to success in any kind of activity, and that good intelligence tests are still the most important diagnostic and prognostic tool in the hands of guidance workers.

Intelligence has been defined in many different ways, but the various definitions do not express fundamentally different concepts. Psychologists are more or less agreed on the fundamentals of what is designated as intelligence: at least all test constructors work on more or less the same assumptions. A test constructor accepts intelligence as "relational thinking," and problems relating to different kinds of relationships (classifica-

tion, analogy, inference etc.) are presented for solution in different media (words, numbers, diagrams, pictures, wooden blocks etc.) according to the nature of the test. It is now being increasingly believed that there is significant difference between relational thinking in words, numbers and diagrams. Hence a balanced Intelligence test now-a-days has its problems expressed through words, numbers and diagrams.

(a) *Verbal and Non-verbal tests*

Since Binet, psychologists have devoted special attention to the development of Intelligence tests. The tests so far developed are divided into different categories according to differences in the principle of classification. Such of them as are specially relevant to field workers in guidance are discussed below:

Intelligence tests are divided into verbal and non-verbal tests, according to the medium through which its problems are presented. For example, instead of asking the testee to find out the word in a group of four words (Honesty, Perseverance, Truthfulness and Beauty) which is dissimilar to the others (problem in classification), we may ask him, to find out the picture which is dissimilar to the others in a given group (e.g. tiger, cat, cow, and snake). Non-verbal tests are of special value for children and illiterates who cannot be tested through verbal tests. In India, where we have so many languages, non-verbal tests of intelligence have to be resorted to in the case of all-India testing. But where language is not a problem, verbal tests are considered to be more prognostic of academic success than non-verbal ones.

Paper-Pencil and Performance Tests

Intelligence tests can again be divided into paper-pencil and performance types. When the problems are to be answered with paper-pencil, the test is designated as a paper-pencil test, and when they are to be solved by concrete activities (performance) the test is called a performance test. A paper-pencil test may have its problems expressed through words, pictures, numbers or diagrams, but, as has been indicated before, a balanced test consists of items in words, numbers and diagrams. In performance tests of intelligence, the testees are asked to make designs with coloured blocks, or construct diagrams or objects with

the help of things provided. Generally speaking, the scores in paper-pencil Intelligence tests are more relevant to academic success, whereas those in performance tests are better indicators of success in practical and mechanical field. Performance tests commend greater motivation from testees, and are more suitable to young children. But they cannot be administered to large numbers at the same time. Considering the advantages and disadvantages of both kinds of tests, it may be said that it is preferable to administer paper-pencil tests when future scholastic success is the issue to be decided.

(c) *Individual and Group Tests*

Intelligence tests may also be divided into individual and group tests according to whether they are administered to an individual or to a group at a time. Paper-pencil tests are always group-tests, while performance tests are usually individual ones. Verbal tests are usually group tests, but they may be individual tests as well—pupils may be asked questions orally, one at a time. Individual tests may be more revealing, and they may be more dependable; but they cannot serve the general testing requirements of schools as large numbers of pupils have to be tested. As such the use of individual tests is now limited, more or less, to clinical cases, and to very young children.

Types of Problems Set in Intelligence Tests

For test construction purposes, intelligence may be defined as relational thinking. Problems involving different kinds of relationships such as classification, analogy, sentence completion, inference etc. are presented for solution. A few examples are given below:—

(1) *Classification*: Underline the word which is dissimilar to the others (a) Man, Monkey, Snake, Cow, Tiger (b) Honesty, Beauty, Truthfulness, Perseverance, Dignity.

(2) *Analogy*: Fill in the blank: (a) Bow is to arrow, cannon is to....(bullet).

(b) Father is to son, teacher is to....(pupil).

(3) *Inference*: Answer the questions at the blank space provided

(a) Maya has a brother named Pashupati, a sister named

Tripti and a nephew named Vaskar. Name Tripti's brother.... (Pashupati).

(b) Three boys are sitting in the same row. Jadu at the right of Ram, Ram at right of Shyam. Of Jadu Ram and Shyam who is at the centre?....(Ram).

Such problems in relational thinking can be presented through the media of words, number and diagrams. e.g.

(i) *Classification* (in number): Underline the number which is dissimilar to others (a) 10, 300, 50, 200, 85. (b) 4, 16, 32, 14.

Classification (in diagram): Underline the figure which is dissimilar to others: (a) Four right-angles, drawn in different manner and an acute angle. (b) Triangle, circle, square, one hexagon and an incomplete triangle.

(ii) *Analogy* (in number): Fill in the blank: (a) $\frac{32}{42}$, $\frac{3}{5}$ is to..... $\frac{4}{6}$ is to

(b) 3 is to 27, 6 is to.....

(iii) *Inference* (in number): (a) Ram finished half of a piece of work, Hari did half of the remainder. How much of the work is left to be done? (b) The price of a chair and a table is Rs. 28. The price of the table three times that of the chair. What is the price of the chair?

It has been found that the capacity to carry out relational thinking in one or the other of these media significantly differs from individual to individual. In a balanced intelligence test, therefore, all three media are utilised for presenting the problems. In America, questions on each are considered tests for independent factors, verbal, numerical and special. In the case of non-verbal tests (pictorial), all the different types of problems are presented through pictures. In the case of performance tests, the sampling of different kinds of relational thinking cannot be so clear-cut, whatever kinds of relational thinking are intended to be presented have to be involved in the same performance (e.g. making of a design with the help of wooden coloured blocks).

Limitation of Tests

The authors here wish to issue, once again, a warning against overestimating the importance of psychological tests (including intelligence tests) for revealing the mental abilities of an individual. It should be noted that a bad test is worse than no test,

as it may be misleading. Further the construction of psychological tests, especially in India, has not as yet reached the stage when we might get a test which will not admit of a large margin of error. As such, all psychological test-results should be taken as tentative until they are supported by data collected through other sources.

Criteria for Selection of Tests for Use

Moreover, we should be careful in the selection of tests to be applied. We should consider the following criteria before selecting a test for use.

(1) The test should have been tried out on representative samples of the group to which it is meant to be applied. For example, a test which is meant to be applied to pupils of Class VIII in West Bengal schools should be previously tried out on a cross-section of pupils representative of the pupils of Class VIII of the State. Further, a test which may yield fairly accurate results on a certain group in one country may not be so in another under different social conditions. Hence a foreign test should not be relied upon without trying it out on a representative sample of the group to which it is to be applied; even a test standardised in one State in India should be cautiously used in another.

(2) The try-out should yield evidence about the reliability of the test. A measuring instrument is considered reliable when measurement of the same object on different occasions yields the same result. In case of psychological tests statistical techniques have been devised to find out the reliability or otherwise of a test after try-out. We should have evidence that the test is measuring the ability in question with constancy.

(3) Since the objects measured by psychological tests are not tangible, as the measurements made by such tests are indirect (through the assessment of behaviour), the try-out should yield clear evidence that the tests is measuring what it professes to measure. Such indications constitute the validity of the test. A test is constructed on a subjective basis. But if the constructor has experience in the line, it may be assumed that most of the test items constructed will measure what they profess to measure. As such every test item may be compared to the test as a whole to find out whether it is measuring what it is intended to mea-

sure. The score of the group in the test as a whole is compared to the score of the group in each item. If it is found that those who have scored high in the test as a whole have also scored high in a particular item and vice versa, the test may be considered as valid. Evidence of the validity of a test may be gathered by comparing its results with those of other tests of proved validity in the field, or to other kinds of measurements of the same ability considered fairly dependable (e.g. rating of intelligence by teachers). Different statistical techniques have also been developed to indicate the validity or otherwise of tests.

(4) Every psychological test meant for general use should be accompanied by suitable literature containing statements concerning its reliability and validity. The test administrator should select tests for administration after carefully going through the literature in regard to the above points.

(5) He may also have in mind the following additional considerations at the time of the selection of the test:

(a) The test should be easy to administer (b) It should be short (c) It should have an easy scoring device.

As a medical practitioner is not concerned with the manufacture of the tools he uses, so a guidance worker is not expected to be concerned with the development of psychological tests. But he should be careful in the selection of tests.

Administration of Tests

To ensure best results, a test should be administered according to certain standards. Each type of test presents its own difficulties in administration (e.g. group and individual tests; verbal and performance tests). In school guidance (which involves large-scale testing) we are most concerned with the administration of paper-pencil-group tests; a few useful hints about the administration of such tests are given below:

1. Paper-pencil group tests are usually self-administering tests i.e. they are issued complete with all instructions. The testees have simply to read the instructions and to proceed to answer the problem; nothing has to be explained by the test-administrator. This is done to ensure greater objectivity to the test. Instructions for answering are included within the standardisation procedure. Any change in the instructions is likely to affect the reliability,

validity and norms for the test; accordingly the test administrator should avoid making any explanation of the instructions—even though he may sometimes feel that they are defective or not too clear. The administration should be done more or less mechanically, following the instructions given in the test.

2. Most tests have general instructions (besides specific instructions for answering the different items) for the testees. These instructions should be read loudly and slowly by the administrator, once or twice (according to instructions), the pupils following with the instructions before them. The object is that the general instructions should be brought home to every testee. They may be given opportunities to ask questions at this stage.

3. In answering any questions the administrator should only re-read the relevant lines in the instructions, refraining from any explanations or comments (instructions are framed in such a manner that they leave no question unanswered). Explanations of instructions by administrator may destroy the objectivity in the administration of the test.

4. The administrator should give special attention to the seating arrangements of the testees. They should sit sufficiently apart so as to obviate any chance of copying. At the same time, they should have fairly comfortable seats (e.g. squatting on floor without any writing stand should be avoided).

5. The administrator must ensure that the testees have the requisite writing materials. After the test has started, it is not unusual to find that some have forgotten their writing materials, while others may run short of ink in the middle of the test; these situations must be avoided.

6. At the time of the distribution of the test-scripts, the testees should again be warned not to open the scripts before instructed to do so. Some amount of supervision to ensure compliance with the direction may also be needed.

7. Supervision while the pupils are filling in the spaces in the script left for writing their name etc. is also needed, so that they may not leave out or wrongly fill in anything.

8. When the testees are asked to begin answering the test, the administrator should arrange for supervision to ensure that everybody has opened the right page and is working on the right test.

9. The time allotted to the test should be rigidly adhered to with the help of a stop watch. Supervision is also needed to ensure that the testees stop immediately when they are asked to do so.

10. From experience it can be said that in school testing a single administrator may effectively supervise a maximum of 20 testees.

Scoring and Interpreting Test Results

Scoring should be done strictly according to instructions given in the 'Scoring Key'. There is no scope for the discretion of the scorer in scoring. The scoring key is also part of the test; any variation from it may affect the reliability and the validity of the test.

Raw scores in any test do not indicate much; scores are mainly symbols to indicate the position of the individual in regard to a particular thing in a particular group. For example, the score of a child in an intelligence test indicates his place in regard to intelligence in the age-group to which he belongs (whether he is above average, below average etc.). For example, merely knowing that a child has scored 80 marks in the Intelligence test does not tell us much about the standard of his intelligence (most of the children of his age may have scored this mark, or very few may have scored 80; his intelligence may be just average or much above the average). Hence every mental test must have its norms for interpretation which would indicate the place of the testee in the group in regard to the thing being measured.

The Concept of I. Q.

The place of the individual among his equals with regard to intelligence used to be determined on the basis of his Intelligence Quotient (I.Q.). The test was tried out on various age groups and the items which the majority of any age group (representative sample) could answer was determined. These items constituted the test for that particular age group. The Mental Age (M.A.) of a child was determined by reference to the age group whose tests he succeeded in answering (e.g. the Mental Age of a child was determined as 10 years if he succeeded in answering the tests for 10 year olds).

The Intelligence Quotient of a child is found by dividing his Mental age by his Chronological age and then multiplying it by 100 ($\frac{M.A.}{C.A.} \times 100$). For example, if a child succeeded in answering tests for 12 year olds while his age was 10 years, his I.Q. according to the above formula would be $\frac{12}{10} \times 100 = 120$. Considering 100 as the I.Q. for the average, the intelligence of the child may be said to be 20 points above the average. Again assuming that a child could answer test items for 6 year olds while his chronological age was 5 years, his I.Q. would be calculated at 120 ($\frac{6}{5} \times 100$) i.e. 20 points above the average child of his age group.

The basic assumption underlying the concept of the I.Q. is that Intelligence increases in proportion to the increase in age. But the latest studies in the field have convinced us that though intelligence may grow with age, its growth cannot be considered as proportionate to that of age. Moreover, in India, where it is almost impossible to get the true age of a child, the I.Q. cannot be used as a reliable basis for interpretation of Intelligence test-scores.

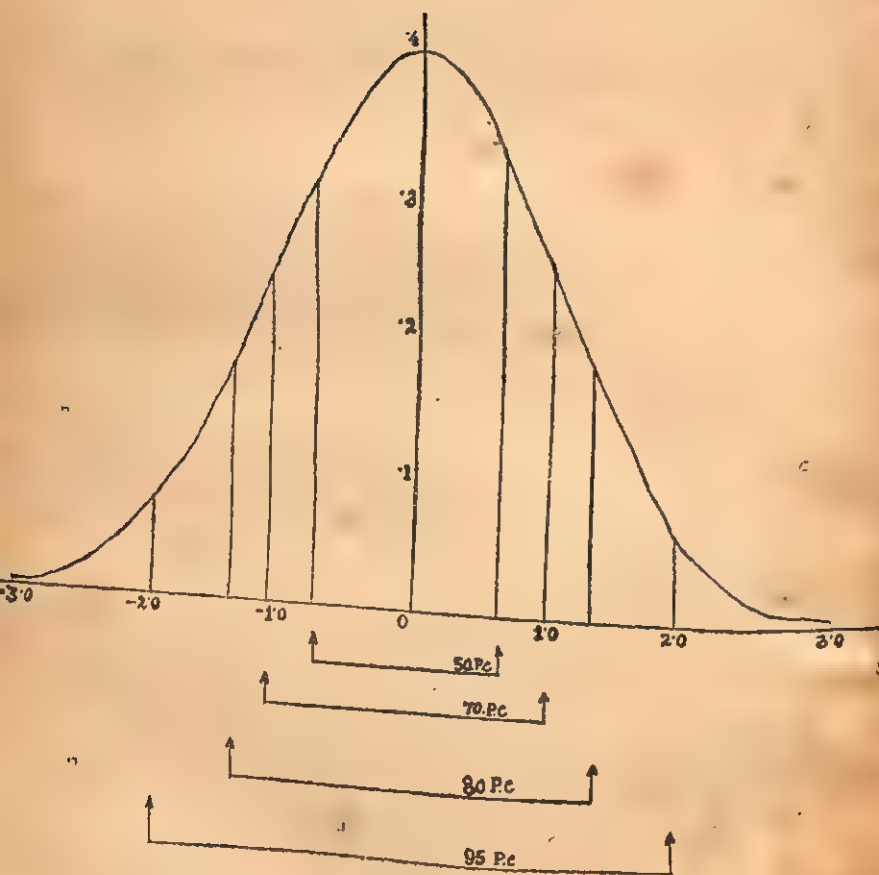
The Normal Curve of Distribution: Its Implications for Guidance.

The intelligence test score of an individual may be better interpreted with reference to the "Normal Curve" of distribution. It has been found out that the test scores of all human traits are "normally distributed." The majority get a middle score (the average), a few get low scores, and a few get high scores. The distribution of scores in a normal curve may be studied from the graph on the next page.

On the basis of the try-out, the place of a test score in the normal curve is stated. From such statements, the interpreter would know whether a particular score is in the middle or in one of two plus or minus standard deviations of the curve. This knowledge should help one to understand the place of a child in regard to intelligence, in the group to which he belongs.

At present most of the tests indicate the place of scores in terms of percentiles. It is stated that such and such scores be-

NORMAL CURVE



long to the first 10 p.c. of the group, and such and such scores belong to the next 10 p.c. and so on. By reference to such a table, an interpreter knows the place of the testee in the group.

But even knowing the relative place of an individual in regard to a particular mental ability is not enough for a guidance worker. He must also know the amount of the ability needed for success in a particular course or job, before he is in a position to advise a child to take this or that course or job on the basis of his mental ability. For example, by administering an intelligence test, we may determine that a child possesses average intelligence; but until we know whether average intelligence is adequate for success in the science course, we cannot say anything about the advisability of his taking the science course. The more advanced countries through follow-up work have developed the criteria necessary for success (in regard to mental abilities) in different courses and jobs. We have to work out such criteria for our country as well. Foreign criteria cannot be useful in our country as the tests are not the same and as the courses and jobs are not also exactly similar.

1. *The Role of Aptitudes in Guidance:*

As has already been mentioned, it is commonly accepted that individuals possess other mental abilities of importance besides intelligence. The objective basis for such belief has been provided by the method of factorial analysis (a statistical technique). In the U.S.A. the task, of identifying the different mental abilities and measuring them is being attempted more systematically. The General and Differential Aptitude Test Batteries which are widely used in that country for Vocational Guidance are designed for testing various abilities; which abilities and in what quantity are necessary for success in the various vocations has also been found out. The following table will give an idea of the mental abilities which are considered in vocational guidance, and the type of problems set for their measurement.

Mental abilities	Symbol	Measurement
G-Intelligence	H-Three Dimensional Space I-Arithmetic Reason	
V-Verbal Aptitude	J-Vocabulary	
N-Numerical Aptitude	D-Computation I-Arithmetic Reason	
S-Spatial Aptitude	F-Two Dimensional Space H-Three Dimensional Space	
P-Form Perception	A-Tool Matching L-Form Matching	
Q-Clerical Perception	B-Name Comparison	
A-Aiming	C-H Markings K-Mark Making	
T-Motor Speed	G-Space K-Mark Making	
F-Finger Dexterity	O-Assemble P-Disassemble	
M-Manual Dexterity	M-Place N-Turn	

More General Approach to the Term Aptitude:

Our approach to the concept of aptitude may be more businesslike. It may be defined as a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training, some (usually specific) knowledge, skill, or set of responses. A successful aptitude test should reliably measure abilities essential in successful future performance by sampling skills associated with or antecedent to those qualities, excluding those which can be acquired during the training or the study. An aptitude test battery is constructed subjectively, after study of relevant literature and consultation with people intimately connected with the training. For example, for a scientific

apptitude test, we may consult our best scientists and best teachers of science to know the abilities which are essential for success in scientific studies. The battery is validated against achievement after selected students have received the education or training in question. The test-battery is administered to the subjects before the training; they are assessed after the training. The scores in the aptitude battery are compared to the scores of the test given after training, if the scores follow one another closely the aptitude test battery may be considered sufficiently prognostic. The justification of an aptitude test battery is its capacity for prognosis. In this sense we may have aptitude tests for all kinds of courses and professions (e.g. scientific aptitude, mechanical aptitude, clerical aptitude, domestic science aptitude etc.).

Mental Tests in Guidance work:

What tests should be utilised for guidance work depends upon the requirements of the situation, and the availability of tests. As has been mentioned before, intelligence tests are considered necessary for preliminary screening. Besides, a comprehensive aptitude test covering all aspects of the course in question, (if available), may be applied. In case of non-availability of such tests, tests covering significant aspects of the course (as available) may be administered. For the purpose of school guidance, the State Bureaux should take immediate steps for the systematic development of both intelligence and differential aptitude tests. In this connection the work done in the U.S.A. in developing the Differential Aptitude Test Batteries may be considered. The U.S.A. has developed two Differential Aptitude Test-Batteries; the General Aptitude Test-Battery (G.A.T.B), analyses the different abilities needed for different jobs and provides tests for their measurement, while the Differential Aptitude Test Battery (D.A.T.B) analyses the different abilities needed for success in different courses. Which abilities are significant in which courses are also determined. As such from the scores in Differential Aptitude Test-Battery, the Teacher-Counsellor can get an idea of the course which may be best suited to a pupil.

The proper selection, administration, interpretation and use of a variety of mental tests is an important part of skilled guidance work.

CHAPTER 9

FURTHER AIDS IN GUIDANCE WORK

The Importance of Personality Traits

Accurate information about the mental abilities and aptitudes of pupils is, as we have stressed in the previous chapter, of vital importance for guidance-work; an appraisal of their personality traits is equally essential; the innate abilities of an individual are rarely effective without proper personality traits, so much so that a difference is often made by experts between innate abilities and functional abilities (the latter being dependent upon the personality traits of an individual). In the case of the majority of people, success in life is probably more due to personality traits than to innate abilities.

Again, (as in case of mental abilities), different courses and careers demand different types of personality traits, e.g. love for children in the teaching profession, and stamina in a machinist's job. Further it is believed that, unlike mental abilities, personality traits are more amenable to education. It is possible by effective education to replace an undesirable trait by a desirable one; again necessary personality traits may also be developed by deliberate efforts. In order to be in a position to give positive guidance, a Teacher-Counsellor has to be concerned with the personality traits of pupils, hence, it is essential for him, to collect dependable information about them in regard to the pupils he has to guide.

What is Personality?

The term personality is used in more than one sense in common speech; in his authoritative work on personality Alport referred to fifty such uses. For clarification of ideas it is better to start with some of the uses of the term which may create confusion rather than contribute to the proper understanding of the concepts underlying the term. Personality is often described by

adjectives like 'great', 'insignificant' and the like, indicating that personality stands for the capacity of an individual to influence others. Indeed, certain individuals have greater social stimulus value, and others less; but this is a trait of the personality; and cannot be taken as synonymous with the term itself. Again, personality should not be identified with temperament which indicates the prevailing type of emotional reaction of a particular individual e.g. melancholy, jolly etc. The word temperament, thus, also stands for a personality trait rather than for the personality as a whole. Personality should also be distinguished from character; the latter is a normative term, standing for certain ethically justified patterns of behaviour (e.g. truthfulness, honesty, self-sacrifice, and the like). But the term personality has no ethical significance attached to it—is amoral in nature, and includes behaviour patterns for which no ethical judgement may be given.

To get a clear and positive idea about the term, we may define personality (following Alport) as the dynamic organisation of traits in an individual, the term 'trait' here standing for generalised and fairly stable behaviour patterns. Such behaviour patterns form a 'gestalt' or configuration which is designated as personality. The traits in a personality are mutually related, a change in one necessarily brings about changes in others, and also in the complex of relationships between them, for as the traits themselves are dynamic, so is also the organisation between them.

From the practical point of view, we may try to understand personality in the following manner. An individual in the course of his reaction to the environment develops certain generalised ways of responding to problems and situations. For example, whether in family relationships or in work relationships or in contacts with friends, an individual may be intrinsically honest and sincere; he may, in such a case, be said to possess honesty and sincerity as personality traits. Other individuals, because of a different background and experience, may develop the opposite behaviour patterns in responding to similar situations. Such behaviour patterns, though fairly stable, are changeable and modifiable; they do change in course of experience in life. Further, the different personality traits developed by an indivi-

dual are not independent of one another—they constantly interact between themselves. For example, if because of certain experiences an individual's behaviour pattern is modified and he develops the personality trait of dishonesty in place of honesty, his trait of sincerity may also be replaced by the opposite trait.

Evaluation of Personality.

In measuring personality, we generally attempt to measure individual traits or behaviour patterns developed by an individual. We do not have, as yet, any well-developed scientific technique for measuring the 'Gestalt' in them. At the same time, it should be remembered that personality is not the sum total of individual traits. Again, the nature and number of traits in a personality cannot be determined with scientific accuracy—though researches are being carried in the field, we cannot as yet say that these are the traits possessed by every personality, nor are we sure that there is no overlapping among the list of traits which we may have drawn up. Indeed, we are not even sure of the exact connotation of each of the traits—in the dictionary there are 3000 to 5000 words which indicate various trends of human behaviour! In short our whole approach to the problem of personality measurement is experimental and dictated by practical necessity; its utility depends upon the extent to which it works. As guidance workers, our immediate concern is to find out the behaviour patterns which are most relevant to school success and to satisfactory membership in society. It is hoped and expected that researches, in course of time, will be able to give us a list of such traits with specific connotations for each trait; meanwhile we must make the best use of such evidence as already exists. Again, for guidance purposes, it is necessary to know, with as much scientific precision as possible, the traits necessary for success in different courses and vocations in our society. For illustrative purposes, a list of 20 traits, specially relevant to a pupil's success in school is given below:

1. Persistence. 2. Laziness. 3. Concentration. 4. Dutifulness.
5. Tidiness. 6. Originality. 7. Desire to know. 8. Desire to excel.
9. Carelessness. 10. Cheerfulness. 11. Self-confidence. 12. Timidity.

13. Boastfulness. 14. Punctuality. 15. Leadership. 16. Aggressiveness. 17. Emotional Stability. 18. Selfishness. 19. Sociability. 20. Dependence.

The list had been drawn up for research purposes by T. Basu Mallik, a research scholar in the Bureau of Educational and Psychological Research (David Hare Training College, Calcutta), Government of West Bengal.

After attempting to evaluate each of these traits individually, evaluation of personality as a whole may then be made with a specific objective in view. For example, after measuring the relevant traits separately, a personality may be evaluated as a whole as to its suitability to take the science course or to become a teacher etc.

Methods of Personality Assessment

I. RATING

Rating is the traditional method for personality measurement. From the manifest behaviour of people, we form opinions about their personality traits. But, unfortunately, such opinions are extremely subjective, and often incorrect. The following factors are responsible for the mistakes usually committed in such judgements:

(a) We are too hasty in our judgement. Often we attempt to size up an individual at sight, and, because of our own bias, we make judgements from irrelevant evidence. For example, to pass judgement on the honesty or dishonesty of an individual from his looks, cannot be dependable because the basis of such a judgement is irrelevant.

(b) Often the rater himself becomes a party to the rating—he judges an individual in terms of his own behaviour and his own notions. For example, if he is a religious man and he finds an individual not giving great value to religion, he may at once dub him dishonest or immoral.

(c) The rater is also influenced by the behaviour of the individual towards himself. If, for example, he is hurt by the behaviour of the individual in some way or the other, he may have a tendency to rate him too low in everything—even failure to wish the teacher properly may be responsible for poor rating of the personality traits of a pupil.

(d) Researches have revealed that there is a decided 'halo effect' in most of our ratings—if an individual deserves high rating in a particular trait, we have a tendency to rate him high in regard to all the traits and vice versa. For example, if an individual is very honest, we have a tendency to think that he has great self-confidence as well, though the two are hardly related.

(e) The behaviour of an individual in respect to the same traits may differ from situation to situation; hence we may form a wrong opinion by observing him in only one kind of situation. For example, a pupil who manifests perseverance and industry in language classes, may manifest the opposite traits in mathematics classes, and this may be the source of error on the part of the teachers concerned in judging his personality traits.

(f) The rater may not have a very clear notion of the types of behaviour which are the necessary manifestations of a particular personality trait—he may commit mistakes in the field. For example, while judging leadership, a person who gives the first suggestion is not so important as the person whose suggestion is ultimately accepted. A rater who rates the first higher than the second certainly commits a mistake. Again, smoking has no necessary relationship to honesty; if an individual is rated low in the trait for such behaviour, it is certainly a wrong judgement.

How to Make Rating More Accurate

Even though rating as a means of assessment is defective, and its defects can be remedied only to a limited extent, yet it will remain probably the best method for evaluating personality traits where there are opportunities for close observation of behaviour. The following suggestions may be considered for improving rating as a method for personality evaluation.

(a) It must be noted that rating is a crude measuring instrument. The broad grouping of individuals in regard to the possession of a trait may be made with the help of this method with reasonable correctness, but attempts at detecting minuter differences are sure to lead to errors. As such, a rating scale should be a short one. We are used to a hundred point mark scale in our school evaluations. But a scrutiny would reveal that the marks are grouped into a few categories—all the points in the scale are not used. Shortening of the scale means sacrifice

of accuracy, and lengthening it admits of greater error in evaluation; the optimum level for a rating scale has to be found. In personality ratings a five or seven-point scale is considered to be optimum.

(b) The scale, then, has to be properly described, and presented in a graphic form. In evaluation, what we really attempt is to estimate the place of an individual in regard to a trait in reference to a particular group. For example, in evaluating the perseverance of a pupil we endeavour to find out whether he is average, above average, much above average, below average, much below average etc., in regard to perseverance, if we compare him with pupils of his own age. Hence every point in the scale has to be clearly defined in terms of the place in the group it indicates. We may do this by using adjectives as indicated above. Since in this country we are accustomed to evaluate in terms of marks, a rating scale may also be described in terms of marks—a particular mark gives us the idea of a pupil in the group against which he is being evaluated (e.g. a score of 80, at once indicates that the pupil is much above average—we are trained to that). An illustration of a five-point graphic rating scale described in terms of adjectives and marks is given below.

RATING SCALE

<i>Much above</i>	<i>Above</i>		<i>Below</i>	<i>Much below</i>
<i>Average</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>	<i>Average</i>
80 and above	79-60	59-40	39-30	29 and below

Unless the scale is graphically presented with proper descriptions, a rater may not be fully conscious of the implications of awarding a particular mark or symbol (A,B,C.) to an individual.

(c) Confusion may also develop as to the meaning of the traits to be rated. For example, the trait honesty may mean different behaviour to different raters. It is therefore best to describe traits precisely in terms of concrete behaviour through which they are expected to be manifested.

(d) Another source of error in rating personality traits arises from the fact that the same individual's behaviour differs in different situations. For example, an individual who is a leader in its language class may not manifest this trait at all in the

mathematics class; again, one who has self-confidence in class, may not possess this trait in the playing field." The solution to this difficulty is to have the child observed in different situations by different persons. The raters, after independent rating, may then meet together to give an agreed award to the ratee, or the average of the award given by the individual raters may be taken as the final award.

(c) To minimise the "Halo effect," it is necessary to rate the whole group in a particular trait at a particular time instead of rating an individual in all the traits at one and the same time. For example, in rating a class in honesty, self-confidence and leadership, instead of taking 'X' (a pupil in the class) and rating him in all the traits, we should take a trait (e.g. Honesty) and rate the whole class in it and then return to the class again for rating of the next trait and so on.

A graphic rating scale with instructions for rating is given below as an example.

Instructions to Raters:

1. You are requested to rate the pupils of your class on seven personality traits. You are provided with seven rating sheets, each to be used in assessing the class on one single trait at a time.

(2) To ensure uniformity in rating, consider each trait only in the light of the descriptive phrases given on the top of each sheet along with the name of the trait.

(3) You are to give your ratings on a five-category-scale i.e. you are to divide the group into five categories as indicated.

The five categories are: (i) Extraordinary possession of the trait. (ii) Definite possession of the trait, but not extraordinary possession. (iii) Average possession of the trait. (iv) Lacking in the trait, but not absolutely and (v) Absolutely lacking in the trait.

(4) Note that usually a personality-trait is normally distributed in the population, i.e. a particular trait varies from a maximum degree of possession through an average to an almost non-possession of it. And the number of people is much larger in the middle (average) of the range than it is at the two extremes.

(5) As for the respective proportions expected to fall under

each of the five categories, the approximate distribution of a group of fifty pupils on any particular trait is given below for reference.

Extra-ordinary Possession	Definite Possession	Average	Lacking but not Absolutely	Absolutely lacking
Approx. 2 or 4%	Approx. 11-12 or 23%	Approx. 22-24 or 46%	Approx. 11-12 or 23%	Approx. 2 or 4%

(6) A distribution of this nature is likely to occur among your pupils too, and unless it is an exceptional group your ratings are expected to conform to this pattern of distribution.

(7) Assess the entire group of pupils only on one trait at a time. You may judge all your pupils, for example, on persistence first; record your ratings on that trait for the entire group; close it up and then proceed to judge them all on a second trait, say boastfulness, without referring to the ratings made on the first.

(8) In order to rate the group conveniently and quickly, sort out the names of pupils (written on slips of paper) into three piles, viz., (i) those who definitely possess the trait, (ii) those who lack in the trait, and (iii) those who are average. Next, go through the first pile and divide it into two viz., (a) those who possess the trait to an extraordinary degree, and (b) those who possess it definitely, but not to an extraordinary degree. Likewise, divide the second pile into two, viz., (c) those who lack in the trait, but not absolutely, and (d) those who absolutely lack in the trait. Thus finally you obtain the names of all the pupils sorted out into five piles corresponding to the five categories.

(9) Now put down the serial numbers of pupils of each pile in the appropriate column of the rating sheet.

(10) Do try to avoid bias and to rate as objectively as possible, basing your judgements only on actual observation of pupils' behaviour. There is every possibility that a pupil may be rated very low on some traits, in spite of the fact that he is outstanding in some others.

(11) While rating, compare each pupil with the average child of the same age.

(12) Make your ratings independently, without consulting other judges.

Self Rating and Rating by Peers

Psychologists have found it useful to ask the subject to rate himself according to the scale provided. Sometimes it has yielded more dependable results than rating by others. It is also believed that friends and equals are in a better position to know about the personality traits of people. For example, rating of one another by the pupils of a class may prove more dependable than rating by the teacher.

II. THE OBJECTIVE QUESTIONNAIRE APPROACH TO PERSONALITY ASSESSMENT

Questionnaires

Where it is not possible to observe behaviour, information about persons to be tested is gathered with the help of Questionnaires to be filled in by themselves. Methods have been developed to score such questionnaires objectively and also to examine their validity. A few of the different types of personality assessments based on the questionnaire approach are discussed below.

(a) A questionnaire may be drafted for evaluating a specific personality trait, for example, a 'Neurotic Questionnaire' may try to collect information from the subject as to whether he suffers from certain neurotic symptoms—a list may be drawn of such symptoms (e.g. horror dreams, bed-wetting etc.) and the subjects may be asked to tick those from which he suffers. A specific mark is allotted (after trying it out among a large number of known neurotics) to every question, and the questionnaire may be scored in terms of marks. Like intelligence and other psychological tests norms for the Questionnaire may be established, and the scores may be interpreted with reference to them.

(b) Interest Blanks and Personality Inventories

Interest Blanks and Personality Inventories are two other kinds of personality assessments based on the questionnaire method. In the former different activities connected with a sub-

ject or a work are tabulated (e.g. participation in literary meeting, writing for journals etc. in case of literary interest) and the subjects are asked to indicate their likes and dislikes for the activities, usually on a three-point scale (e.g. Like. So—so, Dislike). In the latter, a few typical types of behaviour, relevant to specific personality traits, are tabulated and the subjects are asked to indicate whether they manifest such behaviour or not (this may also be done in a three-point scale: yes, sometimes, no.)

(c) *Attitude Scales*

Attitude scales are another kind of personality test in the questionnaire form. The object is to find out the reaction of an individual to specific things or ideas (e.g. attitude of Indians towards Pakistanis or attitude of people towards the teaching profession). One of the methods of attitude testing is to draw up certain statements indicative of specific levels of opinion in regard to the thing or idea in question. (I would never like to become anything else than a teacher. I hate teaching. Given good remuneration, I may become a teacher.) The subjects are asked to indicate their opinion, ticking the statement which comes nearest to their own opinion.

The advantage of the questionnaire is that information is sought directly from the subject, who is in the best position to supply it, while its disadvantage lies in the fact that the subject may give false responses. Moreover young people may not always be able to judge themselves correctly; as such, though questionnaires have value, conclusions reached with their help should be interpreted with caution.

(d) *Verbal Situational Tests*

Verbal situational tests of personality evaluation also fall under the category of the questionnaire method. In such tests, situations which are expected to manifest a specific personality trait are presented in the form of questions. The subject is asked to indicate his behaviour in the situation by ticking one of the probable responses. For example, evaluating sociability, the following may be considered an item in a verbal situational test:—Your class is going to a cinema show. Would you like to go?

Probable answers—(1) No. (2) Yes, if I have not seen it before, and if it is specially good. (3) Yes, if I have not seen it before. (4) Yes.

In all such questionnaires, as well, there are methods to find out the validity on the basis of try-outs; specific scores could also be given to the testees, interpretable in reference to established norms.

III. OBJECTIVE TESTS IN PERSONALITY EVALUATION

Different kinds of objective tests have also been devised for personality measurement. As they cannot be used by persons without a good psychological background and specific training, they are only tabulated below with one or two illustrations for each: (a) *Association tests*: For example, in the Word Association Test certain words are tabulated, and the subject is asked to respond to each word which comes immediately to his mind. It is believed that in doing this he will associate the stimulus word with his mental working. This would reveal his personality.

(b) *Psychophysical tests*: They are mostly apparatus tests more suitable to measure physical traits e.g. steadiness. The subject is asked to respond to a situation, and the apparatus records his physical reaction.

(c) *Misperception Tests*: Certain undefined visual presentations are made, and the subjects are asked to make specific responses to them from which the personality traits are inferred. The Thematic Apperception Test (T.A.T.) and Rorschach Test are the most reputed in the field. In the former certain pictures are presented and the subjects are asked to make out a story from each. In the latter certain ink-blots are presented and the subjects are asked to say what they see. It is believed that in the work they would project the working of their mind from which the personality would be inferred.

(d) *Miniature Situation Test*: Actual situations supposed to provide opportunities for manifestation of specific traits are created and the subjects are placed in them. For example, in testing leadership in the army, a group of subjects may be placed before a fairly wide ditch with ropes and some other articles.

They are asked to cross the ditch. The tester examines their behaviour and evaluates them in respect of the trait, leadership.

In conclusion, attention may be drawn to the following:

(a) The construction, standardisation and interpretation of projective tests should be left to the specialists though they can be administered by non-specialists; and further, even if they are constructed by specialists, it should not be imagined that we can be too sure of what we are testing.

(b) The questionnaire type tests may be utilised (if properly standardised) by teachers in evaluating personality traits of pupils, but the evaluation should be taken to supplement the ratings made by them.

(c) Rating may be considered as the most dependable form of evaluation of personality traits for school pupils if the scale is made objective, and if there are adequate school activities for the manifestation of different personality traits of pupils.

The Cumulative Record Card

Besides intelligence, aptitudes and personality traits, it is necessary to collect information about the interests, educational attainments, family circumstances etc. of pupils. Dependable information about these may be collected through the systematic maintenance of Cumulative Record Cards. In fact, all the information collected about the pupil from different sources should be recorded in such Record Cards. As it is one of the most important guidance tools, a more detailed discussion of the Cumulative Record Card would not be out of place.

All schools have the practice of making periodical progress reports on their pupils, but, unfortunately, very few schools in our country maintain Cumulative Record Cards about them. An investigation into the practice of 'keeping pupils' records in Secondary schools in West Bengal revealed the following:

(i) Progress reports are kept, and sent to parents at different frequencies in different schools, varying from two to twelve in a year. (2) Contents of the reports also vary from school to school. Mostly it is a report on scholastic achievements, with a column for conduct. In certain schools the information under the head 'conduct' is elaborated by naming a few specific per-

sonality traits, and a few schools also include reports on health and physique, attendance, and co-curricular activities of pupils.

(3) In the field of scholastic achievement most of the schools give raw scores without supplying any clue for interpretation; only a few schools mention the rank of the child in the class in regard to his total scholastic achievement, and also indicate the number of pupils in the class. In case of other aspects (e.g. conduct) adjectives are given to describe the pupil, but absence of information in regard to the exact number of points (with descriptions) on the rating scale, makes them almost meaningless (e.g. the adjective "Fair" against the word conduct).

(4) The progress reports are mostly intended to be information to the parents or guardians about the work and conduct of the pupil in school. Class promotion, the most important guidance work done by our schools, is not in most schools granted on the basis of progress reports—the results of the last assessment or Final Examination usually decide promotion; only in the case of unsatisfactory results in it are the earlier assessments during the year considered in a general way. Only a few schools make the promotion on the basis of all the reports made of the pupil during the year.

Purpose For Maintaining the Cumulative Record Card

A Cumulative Record Card should be clearly distinguished from a Progress Report; both are necessary and one is no substitute for the other. The main purpose of keeping of Cumulative Record Cards is for the guidance of pupils, while that of Progress Report is to give information to parents and guardians about the work of the pupils in the school. The Cumulative Record Card is a confidential document mainly for the use of the school; on no account should it be sent to the parents or guardians as a matter of course. Parts of the Record Card, however, may be shown to parents or guardians, when they are keen to see it, or when their co-operation is needed in carrying out remedial measures in regard to pupils.

The *cumulative* aspect of the entries in the Record Card should also be emphasized. In order to effectively guide the pupils in their education it is necessary to keep records of all

aspects of their development, physical, mental (innate and acquired aspects), social, moral and spiritual. Moreover, such records should cover the school life of the pupil from entrance to the end of his career in school. But for the sake of convenience, both from the point of view of keeping records and interpreting them, more than one Record Card may be maintained during the period, e.g. one each for the Primary, Junior School and Secondary school years, though, in each case, each successive Record Card should start with a consolidated entry in each aspect from the previous Record Card. Entries in regard to a particular item (during the period in which the Record Card is maintained) should be placed side by side, or one upon the other (graph form), so as to present a cumulative picture of the pupil in regard to that item. There is no real substitute for a well-planned Cumulative Record Card properly maintained and interpreted: school progress reports, even if they contain monthly reports on the pupils for a year in the same booklet, cannot be considered to be kept according to cumulative principles. They do not cover all aspects of the development of the school life of the pupil; further the records in regard to the particular items are not placed side by side or one upon the other so as to give a clear developmental picture of the child.

The Utility of Cumulative Records

Though the supply of vital data for School guidance work is the most important purpose for maintaining the Cumulative Record Card, it may be utilised in the assessment of pupils for guidance to higher educational and training institutions, and by Youth Employment agencies in the country. At the present moment this task is being done by external examinations, but it is being increasingly realised that such an arrangement is not quite satisfactory. External examinations, by their very nature, are limited to the assessment of the intellectual attainments of pupils in specific fields. Information supplied by them is not considered adequate for the guidance of employers or authorities in charge of admission to higher educational institutions. A Cumulative Record Card gives a much more complete picture of the pupil than any external examination can ever aspire to give. Even in the field of intellectual attainments, the assessments made

through external examinations are not found to be very reliable or valid. It is expected that the Cumulative Record Card will be utilised by the authorities conducting external examinations for improving the quality of their assessments; a time may even come when this Record Card may be able to substitute external examinations!

How a Cumulative Record Card should be maintained

The Cumulative Record Card can only be an effective tool if it is drawn up and maintained properly. It is necessary that its contents should be comprehensive and so related as to give a complete picture of the pupil both from the guidance and assessment points of view. A Model Cumulative Record Card is given at the end of the book. Like most such Record Cards, it covers the following heads: (i) Mental growth and development (measurement records of intelligence and aptitudes at regular intervals), (ii) Health and physique, (iii) Scholastic achievements (in terms of the school subject), (iv) Personality traits (indicator of social and emotional development), (v) Interests (vital to all kinds of guidance work), (vi) Co-curricular activities (supplementary to personality traits and interests), (vii) Home information (necessary for guidance, and specially for remedial measures).

Under present conditions in India, it may not be possible to keep records of pupils under all the above heads; and as we do not have properly standardised intelligence and aptitude tests, records kept in regard to them may not be very useful because of the absence of suitable measuring instruments. Again, as most of our schools do not have medical officers, we may have to be contented with such records on health and physique as are relevant to our purpose and about which the teacher may be able to gather dependable information. Under present conditions dependable home information for the record card may also be difficult to collect.

The period during which the Cumulative Record Card should be maintained, may also be considered. Obviously, it should cover the whole school life of the pupil, but it may not be convenient to cover the whole period by a single record. Further,

though the general contents of the record card may remain the same throughout his schooling, it will differ in details when the pupil passes from one stage of education to another (e.g. School subjects would change from primary to junior, and from Junior to Secondary school stages). Again, a Record Card should be handy to maintain, and easy to interpret. The number of records on each item, by itself, cannot improve the value of a record card, unless they are interpretable at a glance as a single profile. It is therefore usually found convenient to split up the period of the schooling of the pupil into three stages, primary, junior and secondary, for the purpose of maintaining the Record Cards.

How many entries concerning each item should there be in a year on the Record Card? Two entries may be considered as the optimum; we may even have to be satisfied with one. Too many entries in a Record Card would make it difficult to maintain and interpret. In the developmental history of a pupil, six monthly periods should be a good time for keeping records.

The utmost care should be taken to ensure the reliability and validity of the measurements on the basis of which entries are made in the Record Card. Each entry in the Record Card should be derived from more than one measurement of the pupil made on the aspect in question; again, care should be taken to make each of the measurements as reliable and valid as possible. Different methods and different scales may have to be used for measuring different aspects of the pupil. But to make the scores of different pupils in the same social group comparable, there should be some sort of uniformity in regard to the means of arriving at them. Standardised tests are preferred, when available, and it is hoped that in case of intelligence, aptitudes and scholastic attainments, standardised tests will soon be available. In other fields, we may have to take to rating as the method for measurement. But this rating should be made as objective as possible and the scale accepted for the purpose (3, 5, or 7 Point) should be the same in a social group. Moreover, school activities should be re-organised to allow sufficient scope for the development of the interests and personality traits of pupils; they should also allow sufficient opportunities for rating them through obvious manifestations.

Collection of Home Information

A special word is necessary on this point ; home information is essential for a good record card for since the home still plays the most important part in the education of the child in this country, information about the child for his Cumulative Record Card can never be complete without information about his home. His personality traits and interests may be differently manifested at home (because of the differing environment) and at school, and our evaluation of them would be defective without information from home about them. The desires and aspirations of the parents in regard to the pupil, and their economic condition are important in giving guidance as to the future of the pupil. The home relationships and the home circumstances of the pupil have a very important bearing on his mental health and school behaviour. A pupil at school cannot be properly understood without a knowledge of them. His home activities may also throw important light on his interests etc. It may also be possible to collect information about the companions of the pupil outside school, through the home.

It is desirable to collect the above information by actual home visits. In case this is considered impracticable, the parents may be educated to supply the information with care and sincerity in Parent-Teacher Association meetings ; the information sought may be collected afterwards through a questionnaire.

Finally, the Cumulative Record Card should contain notes concerning interviews with parents, a digest of the vocational guidance given by the school when the pupil is due to leave, and such follow-up information as is available as to whether he acted upon the advice given, with what results, and other relevant matters.

A Cumulative Record Card, drawn up and maintained on the lines suggested above, is an indispensable guidance tool ; no real guidance will be possible without it.

Guide to the Assessment of Personality Traits

Trait	A	B	C	D	E
1. General Attitude	Always cheerful and full of enthusiasm.	Keen & consistent.	Takes activities as a matter of routine.	Indifferent & irregular.	Rebellious to work and authority.
2. Perseverance	Very persistent in face of difficulties.	Not easily stopped.	Fairly steady.	Changeable. Inadequate application.	Gives up easily.
3. Honesty	Completely trustworthy under all circumstances.	Dependable. Willing to admit faults and face consequences.	Generally dependable.	Generally unreliable.	Positively dishonest.
4. Emotional Stability	Unusual control in face of frustrations.	Fairly well controlled.	Normally controlled with occasional lapses.	Tends to be over-emotional.	Too easily moved to fits of temper and frustration.
5. Co-operative-ness	Invariably goes out of the way to offer assistance.	Helpful & Co-operative.	Co-operates when called upon.	Inadequate group sense. Co-operates when in the mood.	Wholly Unco-operative.
6. Self-confidence	Very confident of abilities and willing to take risks under most circumstances.	Confident & trusts his abilities.	Normally confident in familiar circumstances.	Makes diffident attempts and needs encouragement.	Lost all confidence in self. Nervous and apprehensive.

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(Continued)

Trait	A	B	C	D	E
7. Initiative	Full of initiative. Shows marked originality and sees project through.	Takes initiative normally.	Able to take initiative with spurring on.	On the whole unenterprising.	Very dependent on others.
8. Sense of responsibility.	Extremely dependable, never fails, unless task outside control.	Dependable in ordinary circumstances.	Capable of rising to responsibilities but has occasional lapses.	Normally undependable. Frequent lapses.	Completely unable to carry responsibility.
9. Leadership	Great drive and wide leadership. Sought after by group.	Ready to take lead, and performs task effectively.	Can lead in minor situations. Needs encouragement.	Satisfied to have others lead.	No capacity for leadership.
10. Sociability	Very good mixer and strongly altruistic.	Usually considerate of others and fond of company.	No positive need. May mix in small groups.	Shy or reserved or self-centred.	Antisocial.
11. Courtesy.	Always very courteous and respectful in all circumstances.	Accept authority and generally courteous.	Neutral attitude. No special attempt to be courteous nor discourteous.	Lacking in courtesy. Can be rude and disrespectful.	Very rude. No respect of persons.
12. Concentration	Can concentrate absorbed in work for a long period.	Can concentrate well but can be distracted.	Partial & fluctuating concentration.	Can concentrate only for brief moments. Easily distracted.	No power of concentration.

CHAPTER 9

COLLECTION AND DISSEMINATION OF INFORMATION ABOUT SOCIAL OPPORTUNITIES

Guidance consists in relating the aptitudes, interests and attainments of pupils to available social and occupational opportunities. It is not enough to tell a pupil that he is fit for a particular course, he should also be informed where he may expect to get the course, how long it will last, what it will cost etc. Unless the pupils and their parents are convinced of the availability and prospects of the chosen course, guidance will not be effective. Guidance will not only in such cases remain theoretical and it may lead both to frustration and hostility unless it is related to available social opportunities. The Teacher-Counsellor, therefore, has to be in possession of such information.

The direct collection of such information is, however, not the job of the Teacher-Counsellor. Even the State and regional Bureaux of Educational and Vocational Guidance (which are responsible for providing tools to the Teacher-Counsellor) cannot directly undertake the work. The task is a difficult and complex one, and should be undertaken by a specialised agency with adequate personnel, means, status & prestige to do it effectively. To begin with the information to be collected should be exhaustive and it should be in diversified fields, further it should cover the whole of the country. The people in possession of such information, (particularly the employers), because of mis-apprehensions are often reluctant to divulge it. Hence only a directly concerned Central Authority, with adequate resources and sufficient power and prestige, can do the work satisfactorily.

It is in the fitness of things that the Ministry of Labour, Govt. of India, has undertaken the task. It is trying to do the work directly, and also through the State National Employment Departments. The Ministry is not only collecting information, but is also preparing small attractive leaflets on specific vocations (available in the Employment Exchanges at 7 nP. each). But the efforts of the Ministry should be supplemented by those of others in the field, especially the following agencies: (1) Every Govt.

Department should publish information about the occupations available under it and the educational and training facilities provided by it (e.g. Depts of Commerce and Industries, Agriculture, Public Health, Fisheries, Education, Railway, Iron and Steel, Defence Services etc.). (2) The different Chambers of Commerce should also publish similar information.

Some of the Govt. departments in certain States have taken the lead in the field but most of them are still lagging behind, while the Chambers of Commerce have so far completely withheld themselves from this work. Luckily some private agencies (certain Universities, Y.M.C.A. and few others) have taken up the work, and published some valuable literature. Some of the State Bureaux (Bombay and West Bengal), under pressure of necessity, have also taken up the work, and made important contributions.

The Work of the State-Bureaux

The responsibilities of the State Bureaux in this field should be the following: (1) The maintenance of a reference library on courses and careers (including books, pamphlets, leaflets, reports, journals etc.)—all available materials in the country should be collected by it. (2) The preparation of suitable digests of these materials, for orientation of pupils and parents, in the State language. (3) The collection of information on important fields which may not have been covered, and preparation of appropriate literature about them. (4) The maintaining of the closest relationship with other useful agencies in the field and collecting their monthly, annual, or other reports (e.g. State National Employment Service, State Chambers of Commerce etc.).

The Task of the School

Every school engaged in guidance work should maintain a select library of its own on courses and careers. The State and regional Bureaux may circulate a selected list of books, pamphlets, reports etc. for the guidance of the school in building up this library. Besides the library, newspapers are important sources of information. The columns on 'Wanted' and 'Education' of at least two dailies in wide circulation should be con-

sulted daily for collection of current information on courses and careers. For the guidance library the school must have a recurring budget for there will have to be constant additions to the library. The prices of books etc. on courses and careers are usually not high, but new books etc. have to be regularly purchased to keep the library up-to-date (e.g. supplementaries to the booklets and new booklets). The building up of the Career Library is not enough; to keep it ready for proper utilisation is also an expert job. Classification and arrangement of the materials have to be made according to established principles.

Job Analysis

In order to relate courses and careers to the abilities, interests, attainments and personality traits of pupils, the Teacher-Counsellor should make a study of jobs and also of the courses and training which prepare for them.

Analysis of jobs in terms of abilities, interests, attainments, personality traits etc. needed for success in them is called job-analysis (or Course analysis). The Teacher-Counsellor cannot match the pupil with jobs or courses unless he knows details about the abilities and interests etc. of the pupil, and unless he knows about the varied requirements of jobs (or courses) in terms of them.

Subjective analysis of jobs is not enough. A scientific job analysis should be supported by experimental evidence. This requires time, and careful research and has still to be undertaken in our country.

Classification of jobs according to work implications also gives some idea about their demands on human abilities, attainments etc.. Since we have not as yet made our own classification of jobs, a consideration of the International Classification (I.L.D.) may be of some help. The following broad classification of jobs is usually made;

Professional, Technical and Related occupations; Managerial Administrative, Clerical and Related occupations; Farming, Hunting, Fishing and Forestry occupations, Transport Operating Farming occupations; Sales and Related occupations;

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Crafts, Production Processes and Related occupations; Mining Quarrying and Well Drilling occupations.

Analysis of the above classifications in terms of some of the specific jobs under each and in terms of the nature of the course to be pursued in order to prepare for them may also be useful.

Farming, Hunting, Fishing and Forestry Occupations

Science.

Farmers in specialised crops, Nurserymen, Gardeners, Livestock farmers

Agriculture.

Same as Science, Deep sea-fishing, Fishing inland and coast-line. Forest product processors, Afforestation workers, Harvesters of forest products.

Technical.

Farm machinery operator, Poultry farmers, Poultry machine operator, Forest product processors, Log-cutters.

Operating Transport

Science.

Deck officers, sailors, and related, ship engineers, Firemen and related, Aircraft pilots, Flight Engineers, Flight Navigators.

Technical—as in science.

Railway Engine Drivers, Firemen, Tramway drivers, Drivers motor vehicles, Railway Train operators.

Sales and Related Occupations.

Commerce.

Buyers, Brokers and Related.
Appraisers Auctioneers and Related,
Salesmen

Managerial, Administrative, Clerical and Related Occupations

Humanities

Office Manager, Personnel Manager, Public-relations Manager, Finance Manager, Main-

Science.

Coal Mining, Metal Mining, Crude Petroleum and Natural Gas, Stone quarrying, Non-

Science (Contd.)

Mfg. of products of coal and petroleum, Mfg. of non-metallic mineral products, Basic metal Industries, Mfg. of metal

tenance Manager, Staff functions Manager, Manager & Administrator by trades (e.g. mining, coal, food manufacture etc.), Office-clerk, Cashier, Conductors.

metallic mining & quarrying, Food manufacture industries, Beverage Industries, Tobacco Manufacture Industries, Textile Industries, Food-wear industries, Wood Induction, Manufacture of paper and paper products, Manufacture of furniture. Printing and publishing, Manufacture of leather products, Mfg. of rubber products, Mfg. of clinical and chemical products.

products, Manufacture of machinery excluding electric, Mfg. of electric machinery etc., Mfg. of transport equipment, Water and sanitary service, communication.

Professional, Technical and Related Occupations

Humanities

Economist, Accountant, Statistician, Political Scientist, Historian, Anthropologist, Sociologist, Psychologist, Language scientist, Teacher, Librarian, Social welfare worker, Lawyer, Author, Journalist etc.

Science.

Architects, Engineer, Civil, Electrical, Mechanical Metallurgical, Mining, Chemical, Chemist, Physicist, Geographer, Geologist Geophysicists, Draftsman & Cartographer, Surveyors, Biologists, Agronomists, Horticultural scientists, Foresters, Soil scientists, Zoologists, Botanists, Physicians & Surgeons, Medical & Allied Scientists, Dentist, Pharmaceutical specialists, Veterinarian, Technicians, Statisticians, Anthropologist, Personnel affair, Teacher and Social worker.

Agriculture.

Biological & Agricultural Scientist, Agronomist, Horticulture Scientist, Forester, Soil Scientists, Animal Scientists,

Technical.

Architects, Engineers, Civil, Electrical, Mechanical, Metallurgical Mining, chemical, Draftsman & Cartographer, Surveyors, Artistic Writers and Engraver, Painter, Drawer and Engraver, Decorator and Designer, Photographer.

Crafts, Production Processes and Related occupations; Mining Quarrying and Well Drilling occupations.

Analysis of the above classifications in terms of some of the specific jobs under each and in terms of the nature of the course to be pursued in order to prepare for them may also be useful.

Farming, Hunting, Fishing and Forestry Occupations

Science.	Agriculture.	Technical.
Farmers in specialised crops, Nurserymen, Gardens, Poultry farmers, Livestock farmers	Same as Science, Deep sea-fishing, Fishing in-land and coast-line. Forest product processors, Afforestation workers, Harvesters of forest products.	Farm machinery operator, Poultry farmers, Poultry machine operator, Forest product processors, Log-cutters.

Operating Transport ⁽²⁾

Science.	Technical—as in science.
Deck officers, sailors, and related, ship engineers, Firemen and related, Aircraft pilots, Flight Engineers, Flight Navigators.	Railway Engine Drivers, Firemen, Tramway drivers, Drivers motor vehicles, Railway Train operators.

Sales and Related Occupations.

Commerce.
Buyers, Brokers and Related. Appraisers Auctionists and Related, Salesmen

Managerial, Administrative, Clerical and Related Occupations

Humanities	Science.	Science (Contd.)
Office Manager, Personnel Manager, Public-relations Manager, Finance Manager, Main-	Coal Mining, Metal Mining, Crude Petroleum and Natural Gas, Stone quarrying, Non-	Mfg. of products of coal and petroleum, Mfg. of non-metallic mineral products, Basis metal Industries, Mfg. of metal

tenance Manager, Staff functions Manager, Manager & Administrator by trades (e.g. mining, coal, food manufacture etc.), Office-clerk, Cashier, Conductors.

metallic mining & quarrying, Food manufacture industries, Beverage Industries, Tobacco Manufacture Industries, Textile Industries, Food-wear industries, Wood Induction, Manufacture of paper and paper products, Manufacture of furniture, Printing and publishing, Manufacture of leather products, Mfg. of rubber products, Mfg. of clinical and chemical products.

products, Manufacture of machinery excluding electric, Mfg. of electric machinery etc., Mfg. of transport equipment, Water and sanitary service, communication.

Professional, Technical and Related Occupations

Humanities

Economist, Accountant, Statistician, Political Scientist, Historian, Anthropologist, Sociologist, Psychologist, Language scientist, Teacher, Librarian, Social welfare worker, Lawyer, Author, Journalist etc.

Science.

Architects, Engineer, Civil, Electrical, Mechanical Metallurgical, Mining, Chemical, Chemist, Physicist, Geographer, Geologist Geophysicists, Draftsman & Cartographer, Surveyors, Biologists, Agronomists, Horticultural scientists, Foresters, Soil scientists, Zoologists, Botanists, Physicians & Surgeons, Medical & Allied Scientists, Dentist, Pharmaceutical specialists, Veterinarian, Technicians, Statisticians, Anthropologist, Personnel affair, Teacher and Social worker.

Agriculture.

Biological & Agricultural Scientist, Agronomist, Horticulture Scientist, Forester, Soil Scientists, Animal Scientists,

Technical.

Architects, Engineers, Civil, Electrical, Mechanical, Metallurgical Mining, chemical, Draftsman & Cartographer, Surveyors, Artistic Writers and Engraver, Painter, Drawer and Engraver, Decorator and Designer, Photographer.

Managerial, Administrative, Clerical and Related Occupations

Humanities.	Science.	Commerce.		Technical
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All the professions tabulated under the professions in Humanities. Wholesale and retail trade, Banks and other Financial Institutions, Insurance, Transport, Storage and Wire house—Book keeping clerks, Computing Clerks, Cashiers, Typists, Teletypists and Key-punch operators, Stenographer, Punch card Machine operator, Telephone Switch board operator, Telegraph Key operator.

Key push operator, Punch card machine operator, Telephone Switch board operator.

Dissemination of Information:

It is not enough to collect information about courses and careers; the information collected must be carefully and systematically disseminated in an attractive and stimulating manner to pupils, parents and teachers. This may be attempted in the following manner:

1. Career Library

The Career Library (in charge of the Teacher-Counsellor) should be thrown open to parents. To develop the interests of the pupils in such kinds of literature, there may be a few supervised library periods from Class VIII-XI every session.

✓ 2. School Guidance Corner

The School Guidance Corner should also be utilised for dissemination of information on courses and careers. Guidance Corners are developed in schools for general guidance orientation to pupils and for dissemination of guidance information to them; such a Corner consists only of a paste board of proper size, placed at a public place in the school. It should be protected in such a manner that nothing can be taken from the Board. Visual materials for emotional modification of pupils, the writings of pupils on guidance, and even notices on guidance may be presented in the Guidance Corner. But it should be specially utilised for dissemination of information on courses and careers. Every new addition to the library should be flashed in the Guidance Corner; when considered desirable, extracts from the book or catchy remarks on it may likewise be flashed to stimulate interest. Information collected may also be presented in

the Guidance Corner through pictures, picture diagrams etc. But to be effective this has to be done systematically. For example, if information in regard to the courses in Fine Arts is to be presented as a project for a month, it may be presented systematically through successive 'visual material' for weeks. Again, special motivation of the pupils on special occasions may be utilised in selecting material for the Guidance Corner. For example, when the pupils are going on an excursion to an industry, information about training facilities in the industry and occupational opportunities in it may be flashed in the Guidance Corner.

3. *Guidance Exhibition*

The Guidance Exhibition is another valuable medium for disseminating information; the effectiveness of this medium in education needs no discussion. Every gathering of parents in school should be utilised by setting up some sort of guidance exhibition—(1) For parents coming individually in large numbers during the admission month, a few catchy pictures, models etc. may be displayed in the waiting room so that they may have some idea about the school guidance service. (2) For parents coming at the time of promotion; appropriate pictures etc. (e.g. promotion procedure of the school, evils of pushing a child too much etc.) may be displayed as indicated above. (3) For parents coming at the time of selection of courses (at the end of Class VIII), the occasion should be fully utilised for guidance orientation through exhibitions as parents are expected to be best motivated at the time. (4) At meetings of the Parent-Teacher Association, Prize distributions, Parents Day etc., a Guidance Exhibition should form a part of the general exhibition (5) At specially organised Career Conferences a full fledged Guidance Exhibition should always be presented. It may be noted that whenever in exhibition is set up, it is meant for the teachers as well as for the pupils.

How To Set Up An Effective Guidance Exhibition

The lay-out of a Guidance Exhibition may be divided into four sections with the following objectives in view: (1) Modification of undesirable ideas, attitudes and approaches, e.g. the parent best knows the child—better than the teacher and the

child himself; the craze for University degrees—shameful not to have one; Clerical jobs are better and more dignified than factory jobs etc.

(2) The development of desirable ideas and attitudes e.g. guidance is a necessity; parents should co-operate with the school in the best interests of the child; scientific methods should be utilised in appraising the potentialities of the child etc.

(3) The dissemination of information about available social opportunities e.g. the different courses available; minimum requirements for each; how to get admission; information about concessions, prospects for employment after the course etc.

(4) To disseminate information about Guidance procedures and techniques e.g. what information is to be gathered about the child and what tools may be utilised for the purpose; how such information is utilised for determining the suitability of the child for this or that course etc.

The Exhibits

It may be noted that to be effective, the exhibits should be worked out in attractive media: (1) They should contain the least possible writing—ideas and information should be, as far as possible, presented pictorially. (2) Models provide a better and more lasting effect than pictures. (3) If there is some scope of action for the visitors, the exhibition becomes more attractive (e.g. A guidance game—Press the button for the job which you like to join and lighting of the appropriate electric bulb will indicate the course you need to take. (4) An exhibit should present simple and broad facts only; complications and non-essential details make it dull. But at the same time it should be self-explanatory and a single glance at it should be enough to convey the principal idea to the visitor.

The State and regional Bureaux for Educational and Vocational Guidance should build up permanent Exhibition Units which may be available at least to groups of schools organising a Guidance Exhibition. Selected exhibits may also be printed and distributed to schools. But in any case every school should organize its own Guidance Exhibition for there are bound to be special guidance problems in each school and the State Bureau exhibits may not reflect them. Moreover, printed

exhibits have less effect than original ones ; besides the exhibits of the State Bureau in original cannot be available to every individual school at the time when it needs them. Above all, if the pupils participate in the preparation of the exhibits, it will be by itself an education to them. Most schools now provide artistic and creative activities of different kinds, and crafts are becoming compulsory in Higher Secondary Schools. Preparation of guidance exhibits may be easily and profitably integrated with such work. Arrangements for the proper preservation of the exhibits are also essential.

4. *Career Talks*

Career talks to pupils are another method for disseminating information and for the pre-vocational orientation of pupils. Such talks should be short, stimulating and concrete ; their purpose should be to develop the general interest of the pupils in a particular course or career ; they should always be delivered by the best person available. Besides these talks there should also be class talks, usually given by the Teacher-Counsellor. Classes VIII and X or XI are considered most suitable for such talks. The purpose of these talks should be to help the pupils in selection of courses and careers in those classes of the school when they are specifically faced with the problem. The Teacher-Counsellor is the best person for delivering these talks because they have to be related to other guidance activities organised by him (e.g. guidance excursions, group-discussions by pupils materials displayed in the Guidance Corner, individual counselling of the pupils and the like). Besides, there must be links between the talks themselves—taken together they should be expected to realise a specific purpose. For example, the following talks may be given to pupils of Class VIII of a Multipurpose school with Humanities, Science and Technical courses. (1) The Guidance Service in your school (what is it, and how can it help you?) (2) The Courses in your school (what subjects will you have to choose from and what mental abilities and attainments will you require for each?) (3) Humanities as a course, where does it lead? (4) Science as a course, where does it lead? (5) Technical as a course, where does it lead? (6) Group Discussions by pupils in groups of six to ten with a view to making up their minds

in regard to the course which they intend to take on promotion to Class IX.

5. *Career Conferences*

The Career Conference is another effective method of orienting and disseminating guidance information. Every school should call at least one such conference every year. The State and Regional Bureaux, in co-operation with the schools and other agencies, may also organise Career Conferences from time to time in different parts of the State for the benefit of the general public. The following may be accepted as guiding principles in organising such Conferences: (1) Though there may be certain general activities (e.g. Exhibitions, film shows etc.) for all the groups participating, (parents, pupils and teacher), there should be separate sessions for each to suit its standard and cater for its specific problems. (2) Instead of remaining passive listeners, participants should be encouraged to participate as actively as possible.

A few illustrative suggestions for organising a Career Conference are given below:

(a) *Pupils' Session*: The session should consist of activities organised by the pupils themselves; (1) Debates "Every student passing the School Final Examination should aspire to join the University" etc. (2) Humorous writings or caricatures on courses and careers (3) An essay on 'My Career' (4) A Dance-Drama on 'Lure of the Courses' illustrating a few courses, and how one may choose the one best suited to his interests and abilities.

(b) *The Teachers' Session*: (1) A Brains Trust in which one of the teachers may be the Question Master, while the Trust may be composed of the following—A representative of the State Education Department, a representative of Headmasters, a Teacher-Counsellor, a representative of the National Youth Employment Service, and a representative of the State Bureau for Educational and Vocational Guidance (2) Group discussions by teachers: Work load on teachers because of the introduction of guidance work, and how it can be minimised; specific benefits which may be derived from the guidance service; how far it will improve the school work in general; place of teachers in guidance work; what difficulties are likely

to be encountered in setting up a School Guidance Service and practical measures to overcome them etc.

(c) Parents' Session:

The parents' session may consist of a symposium on the respective roles of parents and teachers in guidance work (in which both parents and teachers may participate); group-discussions between parents and teachers on specific guidance problems; showing of guidance films and organisation of guidance exhibitions; free distribution or sale of guidance pamphlets, specifically written for parents; presentation of guidance problems through dramatic scenes or a Dance Drama by the students; short talks on their respective professions by selected parents for the benefit of fellow parents, etc. Whenever such sessions are organised) the keynote should be the enlisting of the active partnership of parents in their own education concerning their guidance responsibilities.

6. *Work Visits and Excursions*

In order to orientate students to the world of work and to give them real experience of conditions in different fields of work, progressive schools in U.K. and U.S.A. arrange for groups of senior pupils to visit factories, offices and other places of employment so that they may get a first-hand impression of conditions of work in various types of employment. In countries where labour is in short supply, employers are eager to co-operate in arranging such visits and to help to make them as rewarding as possible. In India there has been, till recently, little desire on the part of schools to organise such visits, and little eagerness on the part of employers to welcome them. But there has been a noticeable improvement in both respects recently. The Calcutta Rotary Club, in co-operation with the local Chambers of Commerce, recently issued an invitation to schools to send groups of senior pupils on carefully guided visits to selected industrial and commercial undertakings, and many schools gladly accepted the invitation. Such conducted visits, if carefully and systematically organised and followed up, can be excellent means of vocational orientation for the students by giving them an inside, first-hand picture of the respective advantages and disadvantages of different types of occupations.

Work experience programmes of a more complex type can take the form of a project, involving a small scale group survey into an individual profession or actual participation by students for brief periods in the work of an office, firm, or factory in which they learn about a job on the job. In U.S.A. where these schemes have been most fully worked out such work experiences are of various kinds. Large offices, for instance, permit girls or boys studying for commercial occupations to work in the office for a week or ten days as full or part-time members of the staff. During this period, the students, under general supervision and guidance from both their teachers and senior members of the office staff, are treated as far as possible like real workers. They take down letters for clients, eat in the Canteen with full-time workers, keep the same hours and are paid for their work at time rates so that the experience is as far as possible, one of actual working conditions. Perhaps the most valuable part of such experience is the opportunity to talk and mix freely with a cross-section of people in the business and get a true and comprehensive picture of its advantages and disadvantages. Similar work experiences are provided for boys and girls in factories and workshops etc. Such work experience, if organised to be educative, carefully chosen to suit individual tastes and abilities, sufficiently varied, and jointly sponsored and supervised by school authorities and employers, can be of immense help in vocational orientation and guidance. The scope for such intimate and satisfying insights into various careers may be limited in India, but it should not be ruled out as a goal for future endeavours.

In conclusion, it must be emphasised that while the school is not the only, or even the principal agent in the collection and dissemination of information about occupational opportunities, yet the guidance personnel in the school have a definite part to play in adapting the generalised information they lay their hands on to the special and peculiar needs and conditions of their own students and their parents and guardians. Only thus will such information become vital and significant, and enable the student to make a wise choice of his future vocation in the light of the fullest possible and most accurate information available both about himself and about the vocation he is about to enter.

CHAPTER 10

GUIDANCE SCHEDULE AND COUNSELLING

The different types of information to be collected about a pupil for guidance purposes have been discussed in Chapters 8 & 9. It should be noted that the collection of information is only a means to an end ; mere stock-piling of information about a pupil may not make us wiser about him, in fact it may prevent us from seeing the wood for the trees. Information collected should be summarised so that it may be studied at a glance ; it also needs to be carefully interpreted before it can yield its full value. Moreover, such information should be arranged in such a manner so as to be sufficiently revealing in regard to the particular problem of guidance at issue. For example, if the problem is which of the courses (Humanities, Science, Technical etc.) best suits the abilities, attainments, interests, personality traits etc. of a particular pupil, the information collected about him through school attainment tests, psychological tests, personality ratings, enquiries from parents, teachers, pupils and other sources should be summarised to reveal which of the courses appears, from the collected evidence, best suited to him (See the "Guidance Schedule" presented later as an illustration).

Personality Profiles

The presentation of information collected in "profile" forms has been found to be most suitable for the above purpose. A profile is a diagrammatic presentation of the data collected. A diagram not only presents facts, but also indicates relationships between them. A map (diagram), for example, besides spotlighting certain places indicates the relationships of distance and direction between them. A diagram or profile drawn of the potentialities of pupils may indicate several things : (1) It may indicate the relationship between his potentialities and those of the group to which he belongs (average, above average, below average, etc. in terms of the group). (2) It may also reveal relationships between the varied potentialities he himself possesses e.g. whether

his number ability is higher than his spatial ability ; (3) Further, for guidance purposes, we have to indicate the relationships between his potentialities and the courses or jobs available to him.

Guidance Schedule:

The Guidance Schedule given below is an excellent method of tabulating and presenting information vividly and graphically.

GUIDANCE SCHEDULE

SECTION I: General Data

Name of the Pupil.....

School..... Class..... Sec..... Roll no.....

Date of Birth..... Year..... Day..... Month.....

Father's Name.....

Guardian's Name..... Relationship.....

Address.....

SECTION II. Distribution of Choice or desires, likes, interests, co-curricular activities, leisure-time activities or hobbies, teacher's estimates etc.

Pupil's
Point of
view:

P1. Choice
P2. Interest
P3. Liking
for sub-
jects.
P4. Liking
for per-
sons
P5. Co-curri-
cular ac-
tivities.
P6. Leisure-
time ac-
tivities or
hobbies.

General Humy	Scien- tific	Tech- nical
		S3
		S1
		P6
		P5
	G3	P3
P4	G2	P2
S2	G1	P1

Guardian's
Point of
view:

G1. Desire.
G2. Parent's
Occupation.
G3. Interests.

From
School Re-
cord:

S1. Co-curri-
cular ac-
tivities
S2. Interest
(Spl).
S3. Teacher's
Sugges-
tions.

been drawn for personality traits because personality traits are considered to be of general importance and equally relevant to all the courses.

How to Fill in a Guidance Schedule

Section I: This needs no explanation.

Section II: The Interest Profile has been drawn in the form of Histograms. Information collected from the pupil, his guardian and the School Record on the points indicated in the 'Guidance Schedule' form the basis for the profiles. The Interest Profile could also have been drawn, more accurately perhaps, on the basis of the evidence provided by an Interest inventory scored by the pupil, for, besides being more comprehensive and scientific in its appraisal and coverage, such an Inventory, if properly standardised, would also supply norms through which we would know whether the interest of the pupil in any direction is average, below average, or above average. Interest inventories however, also have their limitations—they often encourage a good deal of deception on the part of the pupil in scoring them which vitiates their results; as such they need to be cautiously and skilfully interpreted. However, if they are used to draw up the Interest Profile a separate place on the Guidance Schedule should be used for the guardian's desires and the teacher's suggestions. Meanwhile in the absence of properly standardised Interest inventories the method outlined above may be used with profit.

Section III: In the Achievement Profile, the school subjects have been divided into groups according to their relevance to success in Humanities, Science, and Technical Courses. These groupings are ad hoc at the moment, but it is hoped that, in course of time, research would reveal attainment in which subjects would be predictive of success, in which course. It should be noted that our present school subjects (till Class VIII) do not have relevance to all the different courses available on promotion to Class IX in a Multi-purpose school (or the different kinds of jobs which are available after that stage or after the School Examination). In the example given, attainments in subjects which have been taken as predictive of success in the technical course are non-examination subjects, and even under that

category they are not available in most of our schools. Humanities and Sciences are, at the present moment, indeed the only two courses for which we have school subjects, attainments in which may be satisfactorily considered for guidance purposes.

Attention should also be drawn to the fact that for the purpose of comparison, marks in each subject have been reduced to a standard score with the mean at 50. The profile reveals the position of the pupil in each subject in reference to the group e.g. class in which he reads. (When standardised attainment tests are available, the pupil can be compared with all the pupils reading in his class in the state and speaking the same language). For example, in English, we learn that the pupil is average (on the mean), in Bengali he is below average, but in craft work, he is much above average.

The profile also enables us to compare the attainment of the pupil in different subjects with reference to himself e.g. the pupil is weakest in history, strongest in craft-work etc. Study of the profiles should also tell us which course (in reference to which profiles have been drawn) will suit the pupil best in consideration of his present attainments (Technical, in case of the example given).

Section IV: The classification of abilities and scholastic attainments (in case of attainments, the results of standardised tests are considered here), made here is also arbitrary, awaiting verification by research findings. The scores have also been reduced to standard scores with mean at 50. The profiles should be read on the same lines as has been done in case of those in section III.

Section V: No profile has been drawn for personality traits; for the purpose of drawing profiles, evaluations have to be done in quantitative terms; this has not been done in case of personality traits. Moreover, to draw profiles, personality traits have to be grouped to match the courses. But the traits which have been considered here are generally relevant to all the courses. If personality traits could be grouped in terms of the courses (prediction concerning which is being attempted), and if they are evaluated quantitatively, profiles might be drawn to indicate future success in this or that course on the basis of the personality traits (e.g. Imaginative approach to problems, tendency to

keen observation and precision in work may be considered as personality traits relevant to Humanities, Science and Technical courses respectively).

Interpretation of the Guidance Schedule

This is a difficult and complex job. The first problem facing the interpreter is the relative importance to be given to the three profiles drawn in selecting the best course for the pupil. In the example given, there is no problem involved as the profiles in all the three sections have agreed, indicating that the technical course is best suited for the pupil. But this will not always be the case. Some degree of subjectivity in interpretation cannot be avoided in case of disagreement between the sections. The following points are intended to be rough guides in this difficult task:

(1) Greater weightage may be given to the ability profile. Abilities are innate and relatively fixed; while attainments can be improved and interests can be changed, abilities are difficult to improve to any appreciable extent; we are to a very great extent limited by the abilities with which we are born. At the same time we should exercise caution in regard to the possibility of a fairly large margin of error in our evaluation of abilities; further abilities can, to a certain extent, be compensated by environment, motivation and accompanying hard work etc.

(2) In giving weightage to attainments in guidance work, we should consider the nature of the subject, and the standard of attainment expected to be acquired and whether deficiencies in attainments may be made up. There are subjects in which deficiencies in attainments can be made up more easily, while there are others in which deficiencies cannot be easily made up (e.g. *Difficult*: Mathematics, Language. *Easy*: History, Geography).

(3) Interest may be considered as a key to success in any field. Even with the possession of the necessary potentialities in abundance, success will not follow if the pupil does not have a real interest in the course or vocation suggested for acceptance. Moreover, the purpose of guidance is not only to ensure success, but also to secure the best possible adjustment to the course or vocation which may be selected. Interest is the best indication for the latter. But it may be noted that interest and ability do

not always go together, and that it is possible to modify interests through education? An individual, having a potentiality in a certain field, may develop an interest in it easily if placed in favourable circumstances. In case the interest of the pupil runs contrary to his potentialities and social circumstances, attempts should be made to redirect his interests to lines best suited to him. But it should also be emphasised that until the interest can be changed, guidance against it cannot be effective.

In India, special emphasis should be laid upon the desires and ambitions of parents about the child. In our present social set-up, parents bear the burden of the education of the pupils and suffer or enjoy almost equally with them in their failures or successes. Guidance given against the express wishes of the parents is not expected to be effective.

Counselling

Having carefully studied the Guidance Schedule, and consulted information about available courses and careers, the Teacher-Counsellor may arrive at a tentative conclusion about the course likely to suit the pupil best. But his conclusion is of little value unless it is willingly accepted by the pupil and his parents, for it is not unusual to find that the pupil and his parents hold different views. Again, there may be cases about which the Teacher-Counsellor may not be sure of the best course to be followed even after all information has been collected; it is possible that additional facts may be revealed during consultation with the pupil and his parents which may modify the original conclusions drawn by the Teacher-Counsellor. However, it is more than likely that in a good number of cases there will not be any serious difference of opinion among any of the three persons concerned the Teacher-Counsellor, the pupil and his parents; but even in those cases, it pays to discuss the collected data with the pupil and his parents, with a view to help them to gain additional insight and additional motivation to pursue the course; hence, it is necessary that the Teacher-Counsellor should have personal consultation with the pupil and his parents in all cases.

Besides providing curricular and vocational guidance, there may have to be consultations with the pupils (and also with the

parents when considered necessary) in order to help them to solve other problems such as scholastic backwardness and maladjustment. All these activities are broadly grouped under the term Counselling which forms the core of the guidance programme.

Counselling in schools may be defined as the exchange, analysis and interpretation of pertinent information between the Teacher-Counsellor and the pupil with a view to assisting the latter in solving his problems e.g. (Selection of courses and careers, scholastic backwardness, problem behaviour etc.). The following may be considered as specific purposes for Counselling.

(1) Interpreting test results (of attainments and potentialities) to the pupil in reference to his problems.

(2) Helping the pupil in the choice of appropriate courses and careers.

(3) Analysing his failures and suggesting remedial measures.

(4) Stimulating the pupil to put forward his maximum efforts.

(5) Providing information to the pupil on available courses and careers and stimulating him to seek further information in the field.

(6) Assisting the pupil in selecting educational institutions for further study and training.

(7) Assisting him to find means for financing his future education, through work, apprenticeships etc.

(8) Analysing, and helping the pupil to analyse his adjustment problems.

(9) Arranging for the correction of the physical defects of the pupil, if any.

Directive and Non-Directive Counselling

Usually a distinction is made between two types of Counselling—Directive and Non-directive. In directive counselling, the goal is already in the mind of the Counsellor and the purpose of counselling is to have it accepted by the pupil through analysis, reasoning, persuasion, suggestion etc. In India, we

seem to have a tradition of directive counselling. The whole of the Bhagavadgita may be taken as an excellent example of directive counselling (Sri Krishna, the Counsellor, and Arjuna, the Counsellee). The situation between the preceptor and the disciple, may be taken as a typical directive counselling situation. In almost every family, even to-day, the parents play the role of counsellor to the children. Directive counselling can be a real success only when the Counsellor can be cocksure of his conclusions, and when there is a very favourable relation between the Counsellor and the counsellee so that persuasion and suggestion can be most effective.

But now-a-days, guidance workers are inspired by a different philosophy. Counselling is now considered to be a dynamic process. It is believed that the Counsellor cannot be sure from the start what is best for the pupil, but in the process of analysis, discussions etc. the goal may become gradually apparent to both the Counsellor and the pupil. Moreover persuasion and suggestion are not considered to be very desirable methods for developing the goal in the mind of the pupil. The pupil should work out the goal for himself, and not have it imposed on him by others. The Counsellor has to help him in this task. At every step in counselling, the Counsellor and the counsellee proceed hand in hand: the facts (information about the pupil and about social opportunities) are placed on the table: they are analysed and interpreted jointly with reference to the problem at hand.

In fact the Counsellee has to be more active during the process than the Counsellor: it is he who has to develop the insight and frame the goal, and make attempts to realise it.

The following may be regarded as the different stages in Counselling: (i) Recognition of the problem, (ii) Analysis, (iii) Realistic consideration of the data, (iv) Planning the action, (v) Taking the action.

In directive counselling, the Counsellor predominates during all these stages and the role of the counsellee is to accept the conclusions or decisions taken at each stage. In non-directive counselling the conclusions and decisions are made by the Counsellee, while the role of the Counsellor is to help him in arriving at them.

Counselling Procedure

To start with, there must be a problem faced by the counsellor for which counselling is needed. The problem may be very vague and superficially felt at the start (e.g. he needs a job, or he is not quite happy with all the subjects he has to study), and the pupil, on his own accord, may not seek the Counsellor. The Counsellor may have to take the initiative in the sense that by casual meetings and other means he may help the pupil to realise the dimension and intensity of the problem so that he may be motivated towards the solution of the problem: once this is achieved half the battle is won. In successive meetings the Counsellor will help him to delimit and pinpoint the problem, so to make it more specific and concrete (e.g. the problem for him is not to find a job, but which kind of job, would suit him most, and which would satisfy his ambition most, after deciding on a category of job; the problem next is to select the best one for him, and so on). This process continues from stage to stage throughout the whole counselling period and has a functional relationship to the other stages of counselling. After the problem has been properly recognised, it has to be thoroughly analysed in terms of the potentialities and attainments etc. of the pupil. Then it has to be considered with reference to the social situation (particularly that in which the pupil is placed). After realistic consideration of the problem, action has to be planned (e.g. which course to take to prepare for the selected job, where to get it etc.). Success, to a large extent, depends upon detailed planning.

Even after the planning and taking of appropriate action, the need for counselling does not end. Problems of different types may crop up. Sometimes, the action taken may be found to be wrong after actual try out. Follow up work is therefore considered essential; contacts between the Counsellor and the pupil should continue for some time after the action has been taken.

Basic Principles underlying Counselling

While engaged in counselling, the Counsellor should keep the following principles in mind:

(1) We should establish proper rapport with the Counsellor; in fact rapport is established through casual meetings before formal rapport is established through casual meetings before formal counselling begins in most cases. The pupil should develop confidence in the Counsellor and should come of his own accord to him. Even when such is the case, there may be a brief general talk, to help the pupil to face the situation comfortably. A person under the stress of a problem having his first meeting with the Counsellor to attempt a solution to his problem is sure to feel a little anxious about the whole situation; hence if proper rapport has not been established earlier, the first attempts should be directed towards it. The key to success in the attempt is to show genuine interest in the pupil, his problems and needs and to begin the talk with discussion on pleasant topics. (2) Remember that the counselling situation is a dynamic one. Though a Counsellor may make mental preparation, he cannot follow any set pattern. He can never foresee all developments during the counselling process; the needs of the situation should guide his behaviour. This makes counselling a particularly difficult, and at the same time, delicate work. Thorough knowledge, penetrating insight, long experience and great alertness of mind are constantly at demand during counselling. (3) The Counsellor should not interrogate the pupil unless he must; information about him should be gathered before through other sources; the pupil should only be questioned for information which he alone can supply orally. (4) The Counsellor should try to be a good listener. The Counsellor should speak the least. Let the pupil have his say. Do not usually interrupt him. (This requires patience and training). Do not try to thrust your viewpoint on him. Maintain a non-committal attitude and encourage him now and then as he is speaking. (5) The Counsellor should control the situation. Though the Counsellor is not expected to speak much, he should see that the counselling situation keeps to the point and serves the purpose for which it has been meant—it should not turn into a mere chitchat. Whenever the pupil strays too far off the point, he should bring him to the point through leading questions; when the counsellor is not inclined to speak, he should enthuse him, and may even sometimes give a lead to be followed by the pupil. Throughout, the counselling situation should re-

main within his control. (6) Formulating proper questions is also a skilled job ; questions should not be embarrassing or suggestive. Often indirect questions are found to be more productive. The questions should not be too pointed ; the object being to get the pupil talk, questions are expected mostly to serve as stimulants. (7) The Counsellor should make full use of any questionnaire which the pupil might have completed. (8) The Counsellor should studiously avoid expression of critical attitudes either in words or looks. Also he should avoid moralising ; no expression from him should have an inhibitory effect on the expression of the pupil. (9) He should allow sufficient time for adequate handling. Do not rush—do not try to economise time—let the pupil proceed at his own speed and take his own time. (10) The Counsellor should keep within the bounds of his own knowledge and defined responsibility. (11) He should be careful that the discussion covers all the points that need to be covered. (12) There should be some system of recording the discussion. But the Counsellor should be discreet about note taking, he should not take too many notes. Moreover, when something important it brought up, it should not be written down at the moment in order to avoid arousing the curiosity of the pupil as to what is being recorded.

The individual counselling of pupils through a series of personal interviews in which the personal, educational and vocational problems are discussed by the Counsellor and the pupil with a view to help the latter to solve his own problems has become an essential part of modern educational vocational guidance practice. If, to quote Donald Super, "vocational guidance is the process of helping a person to accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality, and to convert it into a reality with satisfaction to himself and benefit to society," there is no doubt that personal counselling, properly understood and carried out, will most easily and effectively get to the heart of the matter, and that a sound training of every Teacher-Counsellor in it is essential.

Case work in Guidance

It should be noted that educational guidance or counselling is not worth its name, without application of remedial measures.

when required. Because of faulty education, pupils often develop behaviour patterns inconsistent with their potentialities; in such cases proper guidance cannot be given to them without dealing first with the undesirable behaviour. For example, a pupil, otherwise suited for the medical course, may not be able to offer it because he has developed a phobia against anything dead; again, another pupil whose potentialities indicate a science course for him, may not be able to pursue it because for some reason or other he has become backward in mathematics. Such cases have to be studied in special detail and remedial measures have to be patiently applied before guidance proper can be given to them. A very brief discussion of the causes of a few types of problem behaviour and the methods for studying them is made below.

Children with Problems

Types of problem behaviour commonly found among in school pupils may be classified as follows:—(1) Those which interfere with the effective functioning of the pupil, both as an individual and as a member of the school society e.g. day-dreaming, nervousness, destructiveness etc. (2) Those which are prejudicial to the proper development of the school society e.g. stealing, disobeying authority etc. (3) Those which stand in the way of adequate scholastic attainments of the pupil, e.g. inattention, bad work-habits etc. It may be added that modes of behaviour of pupils which are against society and are cognisable by law are termed as delinquency.

Problem behaviour was previously considered to be the outcome of innate wickedness on the part of the pupil, but now it is generally believed to result from his mental ill-health. Problem behaviour is considered to be a disease from which pupils may be cured through appropriate remedial measures.

A. *Simple Behaviour*

An undesirable form of behaviour may manifest itself without any mental conflict because the pupil is not conscious that he is doing anything against the social norms in satisfying his desires. An individual pupil, for example, may satisfy his

desire for acquisition by taking others' articles at will without being conscious that he is committing an offence, as he has been a pampered child and as he has been accustomed to such behaviour at home. Again a child born in a criminal family may steal without any sense of offence; his only worry being to avoid detection. Such undesirable behaviour develops because of the lack of social development. The remedy is to make the pupil conscious of the social norms and standards through different methods.

B. *Reaction Behaviour:*

Reaction behaviour results from conflicts. As the direct satisfaction of desire is inhibited, because of social taboos, an attempt is made to derive satisfaction through substitute behaviour. Reaction behaviour is disguised behaviour. For example, in a school a rich man's son was found stealing trifling things like pencils etc. from his classmates. The parents of the child, who were strict moralists, were extremely pained at that. On inquiry it was revealed that because of too many restrictions and frustrations at home from his infant years, the child has developed negative attitudes towards his parents. In his unconscious mind, he felt pleasure at the distress which the parents felt at the reports of his stealing coming from school. The remedy for the behaviour was the promotion of better relationships between the child and his parents. To give another example, a pupil may be inattentive in the class because he is indulging in day dreaming; this day dreaming may in turn be caused because of excessive frustrations and an attempt at satisfaction through wild imagination.

C. *Neurotic Behaviour:*

When both the desire as well as the social inhibitions are very strong, the whole personality is thrown out of gear and completely irrational behaviour emerges as substitute behaviour. For example, an adolescent developed a bathing and washing mania; whether it was hot or cold, whether he was ill or well he had to bathe and wash his clothes four or five times a day. On enquiry it was found that he was indulging in masturbation, and had developed an excessive guilt feeling on account of it.

At present, the theory of necessary conflict between human desire and social norms is not accepted by many psychologists. But none-the-less it is believed that problem behaviour largely results from conflicts created by frustrations due to defective social organisation. It is society which stimulates needs in the individual, and, again, it is the same society which has to provide channels for their satisfaction. Problem behaviour results when there is a lag between the needs stimulated, and the means available for their satisfaction. For example, in industrial cities, the social situation is such that the material needs of everybody are greatly stimulated, while the means for their satisfaction are confined to a few. This results in stealing, delinquency and many other types of problem behaviour. It may further be added that the same problem behaviour may fall under different categories and result from different causes. Hence to understand problem behaviour, we should try to know the past history of the individual—what needs have been stimulated in him, how have they been frustrated, what reaction patterns have been formed etc. should be studied in detail.

Education is now considered to be the best cure for problem behaviour, for, the deliberate manipulation of the environment provided by education will, in most cases, change a socially unacceptable pattern of behaviour by providing for the satisfaction of legitimate needs. Helping the pupil to get an insight into the cause of the behaviour, and sometimes allowing emotional outbursts before one whom the pupil loves, and in whom he might have developed faith, also helps.

The Case Study Approach

It is most important for the teacher to understand the causes of problem behaviour. For this purpose, the past history of development of the pupil concerned has to be studied in detail. This is known as a 'Case Study'. A Case Study form is given at the end of the chapter to indicate the different aspects of the development of the pupil which have to be studied. Such a study will give the teacher an insight into the genesis of the behaviour, and enable him, either to devise himself a suitable course of treatment, or, if the case is a complicated one, to refer

it to the appropriate expert i.e. psychologist, psychiatrist or social worker for appropriate treatment and cure."

CASE-HISTORY OUTLINE

I. Identifying data.

Name, date of birth, age, sex, class school, names of members of family with relationships.

II. Statement of the problem.

Who is referring the case and why? What is the nature of the behaviour disturbance? Who is being disturbed? Give specific examples. In some cases it may be helpful to give at this time a brief history of the evolution of the problem.

III. Congenital and physical factors.

A. Congenital factors.

Inquire regarding insanity, fickle-mindedness, epilepsy, glandular disorders, alcoholism, "nervous breakdown", instability, queerness, etc. in the maternal and paternal relatives, parents & siblings.

B. Physical factors (developmental).

Inquire regarding condition of mother during pregnancy; nature of delivery; history of any birth injury childhood diseases; (give course and any residual of each); accidents, convulsions, fainting spells, glandular disturbances; attitudes of parents toward health; age of weaning, age of walking, talking, teething, inquire especially regarding diseases of the nervous system, encephalitis, chorea, "nervousness", nervous indigestion, prolonged sleeping spells, secure height and weight norms secure report of medical or physical examination.

IV. Environmental forces or situations.

A. Factors in the home.

1. Father.

Inquire regarding his own childhood experiences, his education, occupation, and economic status, religion and dominant personality traits. His attitude toward wife and siblings; kindly, sympathetic, dominating, democratic, etc. Hobbies, recreational interests, talents, physical characteristics, frustrations, and other important factors which may help to indicate his influence on the behaviour of the child.

2. Mother.

Same as for father, and in addition inquire regarding the expression of the material relationship. Is it one of rejection or over-protection? Follow up, depending on the problem or the tentative hypothesis established.

3. Sibling interrelationship.

Attitude toward each other, their health, undue quarreling, rivalry, closely knit, schooling, present whereabouts, or occupations and activities.

4. Physical conditions in the home.

Secure a brief chronological account of home life from birth to present time, including changes in residence, foster-home placement or the like. Inquire regarding orderliness, cleanliness, regularity, sleeping arrangements, facilities for recreation.

5. Methods of control and supervision.

Inquire if parents openly disagree in regard to discipline. Are they consistent? What kind of discipline, bribes, threats, deprivations? Are the parents indulgent, lax, repressive, cruel, just and sensible? Are there home duties or responsibilities?

B. Community and cultural factors.

Inquire regarding extent to which family has accepted the dominant community culture.

Inquire regarding neighbourhood; if possible give delinquency or other rates; economic status, social controls, recreational opportunities.

C. Educational factors.

Inquire regarding age of entering; record of schools attended with location, grades repeated or skipped any special difficulties in school subjects—reading, arithmetic, etc.

Attitudes toward teaching subject liked best and most, extracurricular activities, evidence of leadership, rank in class, educational plans and ambitions.

D. Recreational factors.

Inquire regarding leisure-time activities. Are they solitary or with groups? Is child sought out, tolerated, or rejected by others? Are there signs of leaderships? Kinds of activities enjoyed? Do other members of family participate? Membership in gangs, clubs. Does subject have hobbies or special interests?

V. Reactions to the congenital, physiological and environmental forces which may have influenced present behaviour.**A. Reactions in early childhood.**

Emotional reactions, inquire regarding temper tantrums and how met by parents, signs of stubbornness, suspiciousness, sulking. Fear reactions, their origin and how handled by parents, any night terrors or sleep walking. Love reactions, attachment to parents, dependent, over-affectionate, shy, fearful. Thumb-sucking, nail biting, masturbation etc. Is child unusually sensitive, withdrawn, and secretive? Is he listless, distractable, hyperactive? Is he quarrelsome, impatient,

selfish, cruel to other children or to animals? Is he inattentive, disinterested in surroundings, fussy, repressed, tense?

B. Reactions in later childhood and adolescence.

Inquire regarding freedom of expression, dependency on parents. Is subject becoming emancipated from parental control? Is he happy in group activities? Is he predominantly happy and carefree, outgoing, extroverted? Does he have many friends, is he a leader? Is he at ease with the opposite sex? What are his dominant recreational activities? Has he had any delinquency record?

VI. Sources of information in order of importance (amount of information received).

Give name, address and relationship to the child of each person furnishing information. Statements of "other than the main information should be indicated. Impression of the informant: note appearance, intelligence, personality, insight, attitudes, and co-operation. Evaluate the reliability and adequacy of the information given. Evaluate the informant's capacity, intellectually and emotionally, to cooperate in a plan of treatment of the child.

To be attached:—

1. Individual Intelligence test scoring sheet.
2. Medical Report.
3. Scholastic Report (present)
4. Achievement Record (from the beginning of school-going).
5. Anecdotal record—of typical and atypical behaviour.
6. Observation reports—during testing, at home, in class, in play-field with peers, with parents, with siblings, etc.
7. Interview Reports.

CHAPTER 11

NEED FOR CURRICULAR GUIDANCE

During the period a student is in High School, guidance mainly takes the form of educational guidance, which acquires a more specifically vocational bias in the last two or three years of his schooling. The main function of educational guidance at school is broadly to help the child to acquire a sound and comprehensive knowledge about himself, about his strong and weak points to enable him to best use the period of schooling to develop the former and strengthen the latter. The main guidance instrument in the school for the achievement of his dual objective is the school curriculum. It is through his participation, successful or otherwise, in the curriculum that a student, with the help of his teachers, is able to realise his strengths and deficiencies, and is largely through the curriculum that he should be guided to exploit the former, and remedy, partially or totally, the latter.

The curriculum of a school is, therefore, both a diagnostic and a remedial instrument—or at least it should be: given an effective curriculum guidance can accomplish much; without it a Teacher-Counsellor will be like a skilled surgeon who lacks some of the essential instruments with which to diagnose and operate upon the diseases his patients are suffering from.

To achieve the above purposes, the curriculum should have the closest relationship with society. In the broadest sense, the curriculum incorporates all school activities; it should therefore also include such knowledge, activities and experiences considered specially necessary for guidance work (information in regard to social opportunities in the fields of courses and careers, excursions to particular places etc.).

It will be pertinent to examine, briefly, our present Secondary school curriculum, from the guidance point of view.

The Secondary school curriculum in India was originally drafted on the model of English, 'Grammar School' curriculum which was intended to cater for the needs of the prospective entrants to the Universities. As a product of the classical and humanistic movement, the Grammar School curriculum in U.K.

long retained its literary bias to the neglect of subjects which had greater practical or social relevance. The importation of such a curriculum to Indian soil made the position still worse. From the points of view of the needs of the Indian pupils it proved extremely narrow. It allowed little scope for the development of their diversified talents and gave no scope to them to try their hands at different activities or to explore their interests and potentialities. It did not even acquaint them with the society in which they lived. Subsequent modifications of this curriculum were effected from time to time, but the spirit in working them out remained unchanged; the same emphasis on book-learning, the old-fashioned lecture method, the rigid adherence to text books and the acceptance of examination success as the *summum bonum* of education continued. There is, alas, also legitimate ground for apprehension that the latest reforms in curriculum (Higher Secondary School Curriculum by the All India Council of Secondary Education) are being implemented by many schools in the old spirit.

Curriculum Limitations from Guidance View-point

This narrow, limited conception of the curriculum, which is still largely prevalent in India, makes the existing Secondary School curriculum of limited value for guidance purposes, both as a means of discovering the individual abilities, interests and aptitudes of the students, and as a means of developing many-sided personalities for the following reasons:—

1. The existing curriculum is subject-centred, whereas educational guidance is child-centred, regarding subjects as only one means of discovering and developing the child varied abilities and aptitudes.

2. The existing curriculum tends to concentrate on the development of a child's mind, or worse still his memory, to the relative neglect of the other equally important aspects of his personality physical, emotional and spiritual; whereas educational guidance aims to discover and develop all the talents and potentialities of the child, and promote the all-round personality of the child. Hence from the guidance view-point the so-called extra-curricular activities are as important, and on occasions, as in the case of Hobby Clubs, Student government etc. more im-

portant, an element in the curriculum of the school as the traditional subjects for they frequently reveal and give scope for talents and abilities that are only too often starved in the class-room, and their informal character often provides greater opportunities for really effective guidance work than the more formal class-room situation.

3. The traditional unilateral, University-oriented, bookish curriculum caters only for a small minority of children and spells relative frustration and failure to the rest. In such a situation the Teacher-Counsellor, endeavouring to provide proper educational guidance, is cribbed, cabined, and confined, for such a curriculum puts both the students and the Counsellor into a straight-jacket from which they cannot escape. The rigid, one-track nature of the usual Secondary school curriculum, its lack of options and diversified courses to suit the individual differences and varying abilities and aptitudes of the students, is perhaps its most serious drawback from the point of view of guidance. The Teacher-Counsellor's main task in giving educational guidance to the child concerning the curriculum is to fit the curriculum to the child; under present circumstance he will generally be compelled procrustean-fashion to fit the child to the existing curriculum.

4. One of the main functions of the education given at a Secondary School is to prepare the child for life, and hence one of the main tasks of educational and vocational guidance is to serve as a bridge between school and life. In attempting to prepare students for life, the Teacher-Counsellor finds the present Secondary School curriculum a hindrance rather than a help; for it tends to be, consciously or unconsciously, "out of tune with life." Hence, to quote the Secondary Education Commission, "it fails to prepare students for life. It does not give them a real understanding of or an insight into the world outside school into which they have presently to enter".

5. The fact that the curriculum and indeed the entire education of the adolescent, is dominated by the final School-leaving examination creates an examination complex and a climate of opinion in school, and in the community among parents and guardians at large that is hostile to the philosophy underlying true guidance. If examinations are to continue to be re-

garded as the Be-all and End-all of education, and their examination successes or failures are to remain the ultimate criterion of the true worth of individual children, teachers and schools we may as well abandon all thought of effective guidance in our schools. True guidance is based on the fundamental human value ideal that even the "dud" of the class, who will never in a month of Sundays qualify in the traditional type of examination, is a person of infinite worth; that its task is to find the 'one talent' which God gives to even the least gifted of mortals, and by developing it to its maximum possible extent to give the child a sense of self satisfaction and self-respect that will enable him to accept philosophically his limitations and deficiencies; it stems from the faith that every child, however unpromising, has a unique potential contribution to make to the good of the world which he must be encouraged and assisted to make, and that the ultimate test of education and of educational guidance is not whether the child passes or fails in the School Final examination, but whether he succeeds or fails in the examination of life.

6. Men cannot thrive on culture alone, hence education must prepare the adolescent to live a good life and to earn a good living. This is doubly necessary in the India of today where the productive efficiency of every citizen must be developed to the utmost so that he can play his full part in raising his own standard of living and the standard of living of his poverty-stricken countrymen, and in the building up of the New India of our dreams. Since a relatively small percentage of Indians have the privilege of going to Secondary Schools, and since it is from the products of these schools that leadership at all levels must come, our High Schools have the responsibility of preparing the majority of their students, who do intend to proceed to the University, for direct entry, after suitable professional education and training, into productive jobs of various kinds. One of the main functions of the Teacher-Counsellor, especially in the last two or three years of a child's schooling, is to provide vocational guidance to help the youth, in the light of his own abilities and aptitudes to choose a suitable vocation, and to start preparing himself, while still in school, to make a success of it. Here also the traditional, narrow, bookish Sec-

dary school curriculum, lacking as it is in provision for technical and vocational studies and other diversified courses, is of little assistance to the Teacher-Counsellor; it may help to discover and to some extent prepare clerks and members of the learned professions; it is certainly not oriented towards the rich variety of vocational openings in the new rural, industrial, scientific and technological society being created in India today.

7. Finally the present curriculum tends to reduce the teacher to the position of a mere instructor, a giver of knowledge and the child to a passive recipient of such knowledge; the teacher, to quote Sir John Adams, is regarded as an "information monger" and the child regarded as an animated sponge. But, from the point of view of guidance, education is a bi-polar process through which both the teacher and the child in the joint pursuit of culture grow and develop simultaneously; the essence of education, and of educational guidance, is the influence of the adult personality of the classroom teacher or the Teacher-Counsellor on the immature personality of the child. Hence what the teacher is and does is more important than what he teaches, and in his informal, casual contacts with children outside the classroom, on the playing field, in camp, or on a trek he might accomplish much more than he can in the classroom.

Both intrinsically therefore, and as an aid to effective guidance, the educational philosophy and the psychology underlying the present Secondary School curriculum, and the curriculum itself, weighed in the balance, are found seriously wanting. Hence the Teacher-Counsellor faced with the unenviable task of attempting educational and vocational guidance within the rigid framework of the existing Secondary School curriculum in India might be tempted to despair.

Welcome Developments in the Curriculum

Fortunately, however, thanks to the evolution and growth during the past quarter century of a more enlightened and liberal conception of the true nature and scope of education, and a more complete understanding of the psychology of the adolescent learner, a radically new conception of the curriculum has emerged among progressive educational theorists and practitioners in

our country. The clear realisation that every child is a unique personality who must be educated in unique fashion has led to the 3 A's—education according to age, ability and aptitudes—taking pride of place over the 3 R's in the High School curriculum. It is realised today, more clearly than ever before, that every child is in his right an individual of immense dignity and worth, that John is much more important than the subjects he is taught, and that the essential task of education is to help him to attain full maturity of body, mind and spirit in, and largely for the society of which he is a member.

This newer and fuller conception of education has resulted in a minor revolution in the conception of the curriculum. The new Higher Secondary school curriculum is no longer conceived as a patchwork of subjects loosely stitched together; it is conceived as a complete, significant and meaningful whole which includes not only subjects to be learnt, but all the varied activities and experiences, curricular and co-curricular, that make up the warp and woof of a good school. The curriculum, to quote the Secondary Education Commission Report, should be conceived of as "the totality of experiences that a student receives through the manifold activities that go in class, library, workshop, playground and in numerous informal contacts between teacher and pupil, indeed the whole life of the school becomes the curriculum which can touch the life of the student at all points and help the evolution of a balanced personality."

Guidance an Integral Part of Curriculum

If we accept this progressive definition of the curriculum, it is logical to proceed one step further and to deduce that guidance should be regarded as an integral part of such a curriculum and not as something outside it. The co-curricular life of the school especially leaves much scope for "curricular development" for guidance purposes. Like curricular activities, co-curricular activities should also be preplanned and undertaken with the same amount of seriousness, indeed if the school has complete freedom in organising its co-curricular life, it can be the better utilised for guidance purposes. The following principles may guide us in planning the co-curricular life in our secondary schools.

Guidance Through Co-Curricular Activities

(1) It is essential that every school should have the following types of co-curricular activities, the details of the activities provided in the school, socio-economic background of the pupils, interests of the pupils, resources of the school and

(a) Activities for the development of the body, human and material etc., for the development of physical interests of the pupils. There must be provision for both outdoor games and exercises; the type of games and exercises may vary from school to school.

(b) Activities for the development of the moral life of the pupil. During their adolescent years pupils should develop the values which society cherishes most. They should also develop desirable personality traits for successful functioning in life. This can be achieved through Youth Club activities of various kinds. Every school should have more than one youth movement e.g. Scouting, N.C.C., Social Service League etc. to suit pupils with different interests and dispositions. The youth movements may vary from school to school.

(c) Activities for the development of interests of pupils. Development of interests in line with one's potentialities is considered very important in educational guidance. Every school should have Hobby clubs for the purpose; the specific hobbies to be provided will vary from school to school.

(d) Activities to bring the school closer to society-excursions, participation in important social functions and social observances in school etc.

(2) At the very beginning of every year, the co-curricular activities during the previous year should be reviewed, before activities for the current year are decided upon, for in the light of experience, there may be changes from the previous year. The activities should be provided in the Time Table (time schedule for the activities which are undertaken for only a limited number of days should also be made).

(3) Every pupil in the school should participate in each of the four types of activities tabulated above (though the specific activity may vary from pupil to pupil).

(4) Evaluations in co-curricular activities should also be made and entered in the Cumulative Record Card.

Guidance Implications of the Modern Curriculum

The liberal and enlightened conception, at least in theory, of the present day curriculum is fully in tune with the guidance view-point; both stem from the same philosophy and psychology of education. Modern psychology has demonstrated that the period of adolescence in most children exhibits certain characteristic features, and that, allowing for individual and sex differences, adolescents, have many physical, emotional, mental and spiritual needs and interests in common. A good Secondary School curriculum should cater for such common needs and interests. Further the demands of a modern democratic society, for fruitful life in which the adolescents are being 'prepared' at High School, also predicates the provision of certain common curricular elements for all students at the Secondary School. What is generally referred to as the Core Curriculum endeavours to provide for such common social needs. Such courses are usually advocated as a compulsory part of the education of every adolescent.

Besides these common needs and interests adolescents also differ considerably physically, emotionally, mentally and spiritually, and a truly functional Secondary School curriculum must also take account of such individual differences. What are commonly referred to as "elective subjects" or diversified courses aim to provide for the individual needs and differences of adolescents.

The idea of a "Core curriculum common to all Secondary School students, and a diversity of optional subjects, which can be elected according to their special interests, needs and abilities" has been admirably developed in the Report of Secondary Education Commission. The Commission outlined a Core Curriculum for all students at the secondary level (consisting of a group of Languages, Social Studies, General Science and Mathematics, and a Craft, that, it hoped, would help to prepare all students for citizenship in the new India, and initiate them into "the most difficult of all arts, the art of living". In addition to this Core, and as a means of providing scope for the individual needs and abilities of the students, the Commission further proposed a variety of diversified courses—Humanities, Technical, Science, Agricultural, Commercial, Fine Arts and Home Science—which students could elect according to ability and aptitude and inter-

rest. These diversified courses, the Commission held, could either be provided in separate schools, or preferably, wherever possible, in Multipurpose schools. The proposal to replace the present unilateral Secondary school with its one-way type of curriculum by a Multipurpose school providing a sound general education curriculum for all, plus diversified courses to suit individual needs and interests was welcomed all over India. Over 250 Multipurpose schools have already been started in various parts of India, and many other High and Higher Secondary Schools are endeavouring to adapt their curricula along bi-lateral or multi-lateral lines.

Guidance And, Better Teaching Methods

It should be noted that along with the change in the curriculum, there should also be a change in educational methods. According to the latest discoveries in the field of transfer of learning, how a subject is taught is considered as important as what is taught. If we desire that what is taught in schools should have a transfer value when the pupil enters actual life and faces its problems, we should lay due emphasis upon educational methods—rote learning and learning through passive reception (lecture method) should be replaced by learning by doing as far as practicable. Activity methods and individual study and group discussion methods can secure the maximum transfer in learning. Change in learning methods necessarily involves a change in the role of the teacher.

Integrated syllabus cutting across subject barriers as far as practicable and having a bias to life situations is also needed for successful adoption of the above methods (e.g. Social Studies and General Science syllabuses of the Higher Secondary Schools).

The rapid acceptance and development of this fuller and richer conception of secondary education as a stage in the education of all children, which, while providing for their common needs, will also be adapted to their individual abilities, purposes, aptitudes and interests which has led to the drawing up of a more liberal and flexible type of curriculum, is of immense significance to those interested in the spread of educational and vocational guidance; it also imposes new obligations and responsibilities on their shoulders. When the High school curriculum

was a one-way track allowing for few or no choices, and where the elements of flexibility and choice and adaption to individual differences were entirely missing, educational guidance, a primary objective of which is to help the student to choose subjects and courses suited to his individual needs and abilities and his vocational objectives, was impossible. The child had willy-nilly to fit the curriculum, not the curriculum the child, and guidance was meaningless and would have been regarded as an impertinence. The situation has now changed and is much more favourable from the guidance view-point. The introduction of diversified courses with liberal choice of electives creates both the opportunity and the need for careful educational guidance to be given to the children in the choice of the types of education and the options they elect. The little experience that has accumulated in Multipurpose Schools shows how helpless the majority of children and their parents are, when it comes to making the crucial choice between the different "elective" groups of subject, without suitable guidance. In all Secondary Schools, therefore, and especially in the bi-lateral or multipurpose Higher Secondary Schools guidance is now essential and must be regarded as an integral part of the school curriculum. "The provision of diversified courses of instruction", states the Secondary Education Commission, "imposes on teachers and school administrators the additional responsibility of giving proper guidance to pupils in their choice of courses and careers".

Parents also have a right to have their say in this important matter and certainly the wishes of the children themselves should be consulted but "complete freedom of choice without any guidance is not educationally desirable, and in the choice of subjects pupils should get the benefit of expert educational guidance".

The evolution of the curriculum from the 19th century to the present day has been from the guidance point of view a slow but steady progress in the right direction. In the progressive Secondary school curriculum, guidance has an integral and vital role to play. "Guidance" to quote the Secondary Education Commission, "is essential for the success of any educational progress, and we hope before long it will be available in all our educational systems", and form part of the educational provision of every Secondary School in the country.

CHAPTER 12

EVALUATING THE SCHOOL GUIDANCE SERVICE

Western countries are increasingly utilising Check Lists as a method of evaluating the efficiency of particular organisations. The authors believe that India could also begin profitably utilising this technique of evaluation. The check list can be scored both by persons inside the organisation, as well as by supervising teams specially appointed for the purpose. An additional advantage of this method of evaluation is that it helps to clarify ideas about the organisation to the evaluators. A check list for evaluating the Guidance Services of a school is given below. Even if the list does not immediately serve the practical purpose for which it is intended, it may be utilised as a summary of what has been said in regard to the guidance service in this book for it serves to spot-light the essentials of a good School Guidance Service.

A CHECK LIST FOR EVALUATING THE GUIDANCE SERVICE IN YOUR SCHOOL*

Every item should be checked in terms of the following scale (inside the lefthand bracket).

- (A) Provision or Condition Good
- (B) Provision or Condition exists to some extent
- (C) Provision of Condition is present to a very limited extent.
- (D) Provision or Condition missing, but needed.
- (E) Provision does not exist at all or is not needed.

The overall evaluation should be made on the identical five-point scale whether it is attempted by the School authorities themselves or is made by an outside evaluator.

I. GENERAL NATURE AND ORGANISATION OF THE GUIDANCE SERVICE.

CHECK LIST A. *Guidance Concepts and Objectives*

1. Guidance work is integrally related to all aspects of the educational programme of the school. ()
2. It is planned with a view to help pupils to understand themselves—
().

*It has been drawn from check lists for the evaluating of Guidance services in use in U.S.A.

3. It includes activities which help pupils to develop, both immediate and long range plans. ()
4. It is concerned with preventative and curative measures with regard to common maladjustments in pupils, and with providing remedial treatment for them. ()
5. It endeavours to assist pupils in making the right choice of courses and in developing vocational goals. ()
6. It aims at offering individual help to pupils whenever needed. ()
7. Problems, common to many or all, are used as a basis for organising groups activities. ()
8. The Guidance service assists in orienting new pupils to the school. ()
9. Guidance work assists pupils in achieving desirable goals. ()
10. The Guidance programme includes effective follow-up work. ()

EVALUATION

- (a) How adequate is the concept of guidance helped by all members of the school staff? ()
- (b) How extensive are the provisions for guidance work? ()

B. Guidance Organisation.

1. School Guidance work is directed by a Committee in which the teachers and parents are properly represented and in which the Headmaster and the Teacher-Counsellor assume their proper roles. ()
2. Guidance and instructional Staff members regard the Guidance Services as a co-operative undertaking in which teachers and Guidance personnel have inescapable and well defined responsibilities. ()
3. The School Guidance Service strives actively to secure the assistance of all who can help in realising the Guidance objectives (e.g. Parents, Youth Employment Exchange and other Community organisations). ()
4. The Guidance Service in the Secondary School is co-ordinated with similar services in feeder Schools. ()
5. The Guidance Service is co-ordinated with similar service beyond the School (e.g. Colleges, Industry etc.)
6. The School Guidance Service works in close co-operation with the Regional Bureau for Educational and Vocational Guidance and with the State Bureau for Educational and Vocational Guidance. ()

EVALUATION

- (a) How comprehensive are the fields of co-operation developed?
- (b) How effectively is the co-operation developed?

11. GUIDANCE PERSONNEL—Please Tick ✓ most Appropriate Columns.

A. The Teacher-Counsellor possesses.

1. A broad background of general education at least of degree standard.

2. A Teachers Diploma from a recognised Training Institution.
3. A broad acquaintance with Psychology and Mental hygiene with particular reference to adolescent behaviour and needs.
4. At least 3 months' full-time or 6 months' part-time training in the basic principles of guidance.
5. Adequate training in group guidance activities.
6. Adequate training in the techniques of mental measurements.
7. A practical training in Interviewing and Counselling techniques.
8. Adequate training in the collection, organisation and use of occupational, educational and other information necessary for planning by pupils.
9. Wide knowledge of employment opportunities, requirements, and conditions of the local labour market.
10. Adequate knowledge of the training opportunities for various occupations.
11. Wide knowledge of the post-Secondary educational opportunities and requirements.
12. The right personality for the development of desirable working relationships with other schools and community personnel.
13. The necessary professional attitudes in conducting Guidance activities and in handling confidential matters.
14. Popularity with pupils and capacity to mix with them freely.

EVALUATION

- (a) How satisfactory are the personal and professional qualifications of the Teacher-Counsellor?
- (b) How adequate has been his training?

B. TEACHER PARTICIPATION

- (1) Teachers and Counsellor understand and accept their mutual responsibilities. ()
- (2) The teachers believe that Guidance work is both as essential part of and a great help in general School work. ()
- (3) They maintain Cumulative Record Cards honestly and effectively. ()
- (4) They utilise the Cumulative Record Card in understanding pupils and in adapting teaching to individual needs. ()
- (5) Teachers and Counsellors meet in group conferences concerning pupils' problems from time to time. ()
- (6) Teachers co-operate in carrying out the recommendations of the Teacher-Counsellor. ()
- (7) Class teachers and the Teacher-Counsellor co-operate in gathering the fullest possible information about the pupils. ()
- (8) The teachers assist the Teacher-Counsellor in preparing educational materials for group guidance activities. ()
- (9) The teachers assist the Teacher-Counsellor in securing the active co-operation of the home in guidance work. ()

- (10) Teachers in specialised subjects strive to develop the varied interests and abilities of pupils through hobby club activities. ()

EVALUATION

- (a) How convinced are teachers of the utility to the School Guidance Service.
- (b) How readily do they co-operate in guidance work.
- (c) How extensive are their areas of co-operation.
- (d) How effective is the co-operation of the teachers in the Guidance programme.

III. GUIDANCE SERVICES

A. PUPIL—INFORMATION (Collection)—*Please Tick* ✓ where appropriate.

- (1) Appropriate tests are administered periodically.
- (2) Personal—data blanks are utilised.
- (3) Individual interviews with pupils are a feature of the Guidance Programme.
- (4) Periodic physical examinations are carried out.
- (5) Periodic ratings of pupils by teachers are attempted.
- (6) Interviews with parents, other family members and intimate friends of the pupil are an integral part of the Guidance Programme.
- (7) Case studies of pupils are carried out when needed.
- (8) Sociometric studies are made when needed.
- (9) The collection of information from parents through inventories is a regular feature.
- (10) Autobiographies by pupils are encouraged.
- (11) Teachers' comments and observations are recorded regularly.
- (12) Home visits are periodically made.

EVALUATION

- (a) How adequate are the provisions for collecting information about pupils?
- (b) How adequate is the use made of such information for guidance work?

B. TYPES OF PUPIL INFORMATION—*Please Tick* ✓ if recorded in your Cumulative Record Card.

(a) HOME AND FAMILY BACKGROUND

- (1) Name, Sex, Place and date of birth.
- (2) Photograph.
- (3) Name and address of the father (guardian)
- (4) Occupation of both the parents.
- (5) Their educational status.
- (6) Ages of siblings.
- (7) Economic status of family.
- (8) Attitude of the family towards the pupil.

- (9) Parents' attitude towards the school.
- (10) Facilities for home studies.
- (11) Plans of parents in regard to the pupil.
- (12) Description of neighbourhood conditions.

EVALUATION

- (a) How comprehensive is the information gathered about pupils?
- (b) How well is it kept up to date?
- (c) How adequate is the cumulative Record Card in this respect?

(b) PHYSICAL AND MEDICAL RECORDS

- (1) Height and weight in relation to average for age group.
- (2) Vision.
- (3) Hearing.
- (4) Teeth and Gums.
- (5) Posture and feet.
- (6) Tonsils, adenoids.
- (7) Speech Defects.
- (8) Physical abnormalities, deformities, undernourishment.
- (9) Serious illness or injuries.
- (10) Physical health habits.
- (11) Mental health and personal adjustment.

(c) SCHOLASTIC PROGRESS AND TEST-INFORMATION

- (1) Name and address of School or Schools attended.
- (2) Attendance and tardiness record: reasons for excessive absence, tardiness.
- (3) Performance on achievement tests, teacher made or standardised in all the subject areas.
- (4) Reasons and explanations for any failure.
- (5) General and specialised mental ability data as interpreted from test scores.

(d) PERSONAL AND SOCIAL DEVELOPMENT

- (1) Special talents and interests
- (2) Participation in co-curricular activities.
- (3) Special achievements (besides scholastic success).
- (4) Educational ambitions.
- (5) Vocational preferences.
- (6) Evidence of vocational aptitudes if any.
- (7) Percevic ratings by teachers on personality traits.
- (8) Results from interest inventories.
- (9) Attitude towards school and its activities.
- (10) Use of leisure.

IV. INFORMATION SERVICE

- (1) Information is available regarding educational opportunities and requirements of general and profession institutions after the School Final level.

- (2) Information is available concerning current occupational opportunities and their requirements.
- (3) Information is available in regard to shortage and surplus jobs is kept up-to-date.
- (4) Posters, charts, photographs, models all are utilised in presenting guidance information.
- (5) The School Guidance Corner is kept attractive and utilised for giving guidance information to pupils.
- (6) Up-to-date prospectives of post-School Final or Inter Science institutions are available.
- (7) Current information about scholarships and other types of financial assistance available.
- (8) Information materials are organised and filed for effective use.
- (9) Career Days or Career Study Clubs are organised to acquaint pupils with information in regard to courses and careers.
- (10) Lists are kept of agencies from which help in the field may be available.

V. THE COUNSELLING SERVICE

A. GENERAL PRINCIPLES:

1. Counselling time to the extent of at least one period a day for each 100 pupils enrolled is provided on the Time Table.
2. The object of Counselling is primarily to help pupils improve them in their adjustments to their Social and Material environment.
3. The Counselling in the school concerns itself with all aspects of pupil development—physical, mental, emotional and social, moral and spiritual.
4. Counselling assists in arriving at decisions for which parents and pupils assume full responsibility.
5. The Counsellor keeps close relationships with pupils through associating with them freely in different pupil activities.
6. The Counsellor is free from such duties, as may interfere with his desirable relationships with parents and pupils.
7. Adequate time for his work, office space, furniture and equipments are provided for the Counsellor.
8. Clerical assistance is provided to the Counsellor.

B. INTERVIEW PROCEDURES:

1. There is preparation for each interview and all relevant data are studied before it is attempted.
2. The Teacher-counsellor recognises problems which may require a series of interviews and plans accordingly.
3. He recognises problems which are beyond him and refers them to appropriate experts.
4. Avoids domination in interview and encourages pupils to express themselves freely.

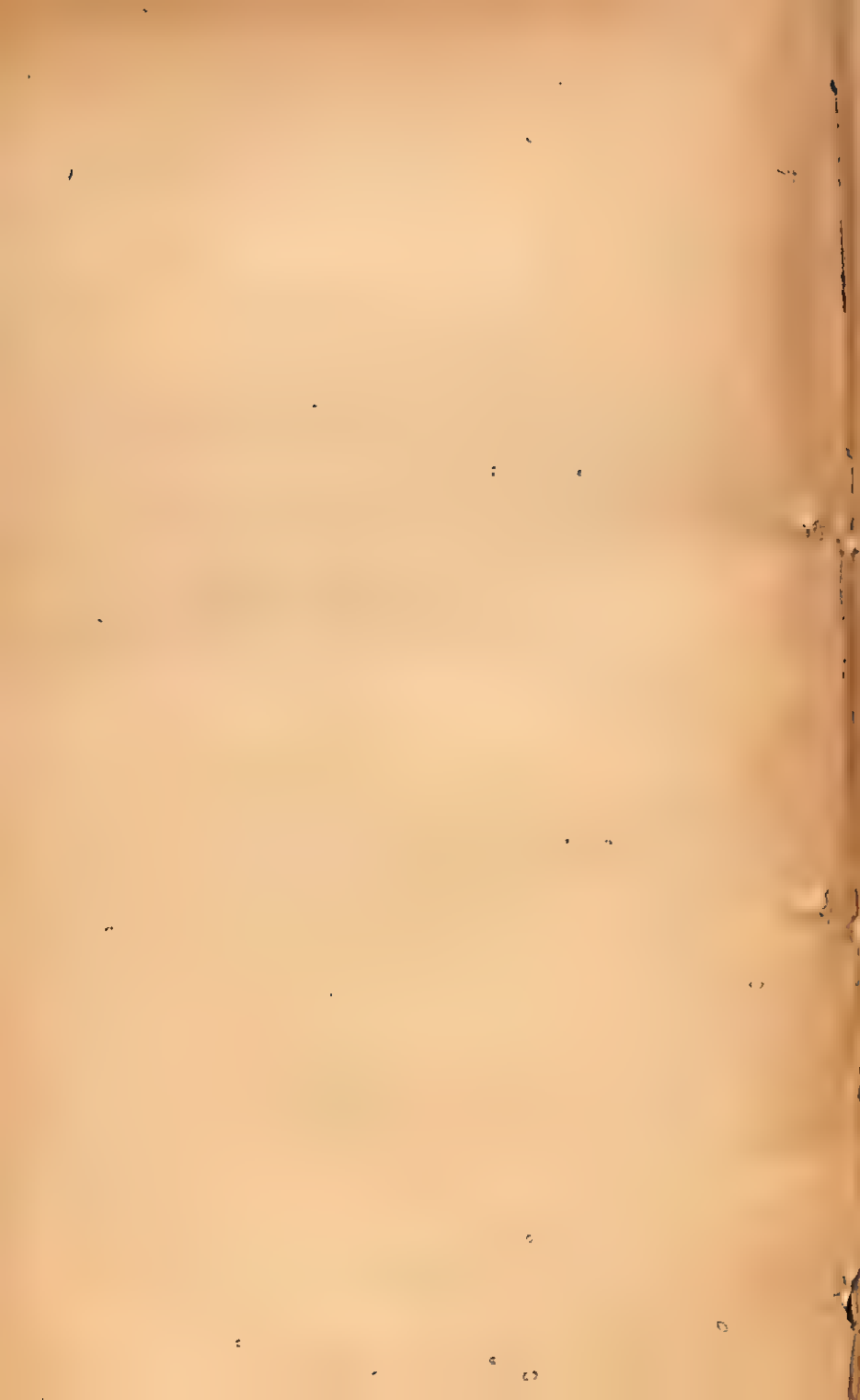
5. He conducts all interviews in private.
6. He accepts the pupils as he expresses himself, without comments.
7. He is conscious that decisions reached in the interview must be emotionally and intellectually acceptable to the pupil.
8. He tries to make pupils increasingly self-reliant.
9. He keeps a written record of all interviews.

PLACEMENT SERVICES

1. The School Guidance service helps pupils who withdraw from School in obtaining training for placement in jobs.
2. It helps them in obtaining suitable employment wherever possible.
3. It helps pupils in obtaining further education or training in completion of their schooling.
4. It helps pupils in obtaining suitable employment on completion of their schooling.
5. It co-operates with other community services for the above purposes.

VI. FOLLOW-UP AND ADJUSTMENT SERVICES

1. The School Guidance Service conducts periodic surveys of the activities of all School-leavers.
2. It secures information from School-leavers, concerning strengths, weaknesses of the guidance services.
3. It endeavours to modify the Guidance programme in the light of this follow-up data.



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Note:—It is not necessary for students to read all the above books as they often cover similar ground. It should be sufficient if one or two books from each section are carefully studied.

CONFIDENTIAL.

Introduced on..... Junior
Class..... High School Stage
Senior

CUMULATIVE SCHOOL RECORD*

GENERAL DATA

Name of Pupil..... Boy/Girl.....
(surname first)

Date of birth.....
(year) (month) (day)

Father's, Guardian's name.....

Address.....
(any change to be noted)

.....
.....
.....

Name and address of School.....

.....

Admission Register No..... Date of entry.....

Transferred to.....

.....

Admission Register No..... Date of entry.....

*The Record Card was prepared by the Bureau of Educational and Psychological Research, David Hare Training College, Calcutta and had been recommended by the Board of Secondary Education, West Bengal for use in Secondary Schools of the State.

(All entries in this school record are to be made *once*, at the *end of each academic year*.)

1. HEALTH RECORD*

Year.	General health rating.		Any physical defect.	Serious illnesses.	Any special remark.
	Good.	Average.			
196
196
196

*To be filled in where there is no provision for separate medical examination.

2. POSITION OF RESPONSIBILITY HELD IN SCHOOL AND AWARDS, ETC., OBTAINED*

196
196
196

*A position of responsibility means a position like that of a monitor, a captain, etc., and awards include prizes, stipends, scholarships, etc.

3. INTEREST*

Categories.	196			196		
	Marked.	Aver- age.	Poor.	Marked.	Aver- age.	Poor.
(i) Linguistic						
(ii) Scientific						
(iii) Technical						
(iv) Artistic						
(v) Musical						
(vi) Agricultural						
(vii) Commercial						
(viii) Interest in household work and management.						

*Rate the pupil's interests on a three-point scale and check (✓) in the appropriate column.
Do not rate an interest for which there is no opportunity of manifestation in school.

are

4. SCHOOL ACHIEVEMENT

Groups.	196		Class		196		Class		196		Class	
	Subjects (name the specific sub- jects in each group).	Average marks in per- cent. obtain- ed in perio- dical and an- nual exami- nations.*	Rank in each sub- ject No. in class:	Remarks.	Average marks in per- cent. obtain- ed in perio- dical and an- nual exami- nations.*	Rank in each sub- ject No. in class:	Remarks.	Average marks in per- cent. obtain- ed in perio- dical and an- nual exami- nations.*	Rank in each sub- ject No. in class:	Remarks.		
Language and literature												
Mathematics												
Social studies												
Science												
Art .												
Crafts												
Music												
Physical education												
Practical												
Other subjects												

Groups.	196 .			196 .			196 .		
	Above average.	Aver- age.	Below average.	Above average.	Aver- age.	Below average.	Above average.	Aver- age.	Below average.
(i) Games and sports . . .									
(ii) Intellectual and literary . .									
(iii) Recreational . . .									
(iv) Social service . .									
(v) Others (N. C. C., Scouting, etc.). . .									

*Rate the pupil for each group of activities on a three-point scale and check (✓) in the appropriate column.

(All entries in this school record should be made *once*, at the *end of each academic year*.)

6. PERSONALITY*

Traits.	196				196				196			
	Above average.	Aver- age.	Below average.	Above average.	Aver- age.	Below average.	Above average.	Aver- age.	Above average.	Aver- age.	Below average.	Below average.
(i) Initiative												
(ii) Industry												
(iii) Responsibility												
(iv) Co-operation												
(v) Emotional balance												
(vi) Self-confidence												
†(vii) Work-habits												

*Rate the pupil for each group of activities on a three-point scale and check (✓) in the appropriate column.

7. OTHER INFORMATION

1. State the nature of the behaviour-problem, if any, shown by the pupil:

(196)
 (196)
 (196)

2. Name if the pupil possesses any outstanding skill or disability:

Year.	Skill.	Disability.
196
196
196

3. What course of study you recommend for the pupil: General/Scientific/Technical.

*4. Briefly state the grounds for your recommendation.....

*5. What type of vocation you consider most suitable to the pupil.....

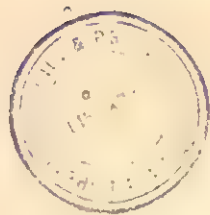
*6. Briefly state the grounds for your consideration.....

*7. Any other information about the pupil you think relevant for guidance.....

*To be filled in only at the end of the final year
 of each school stage, i.e., Junior—VIII. Senior—XI

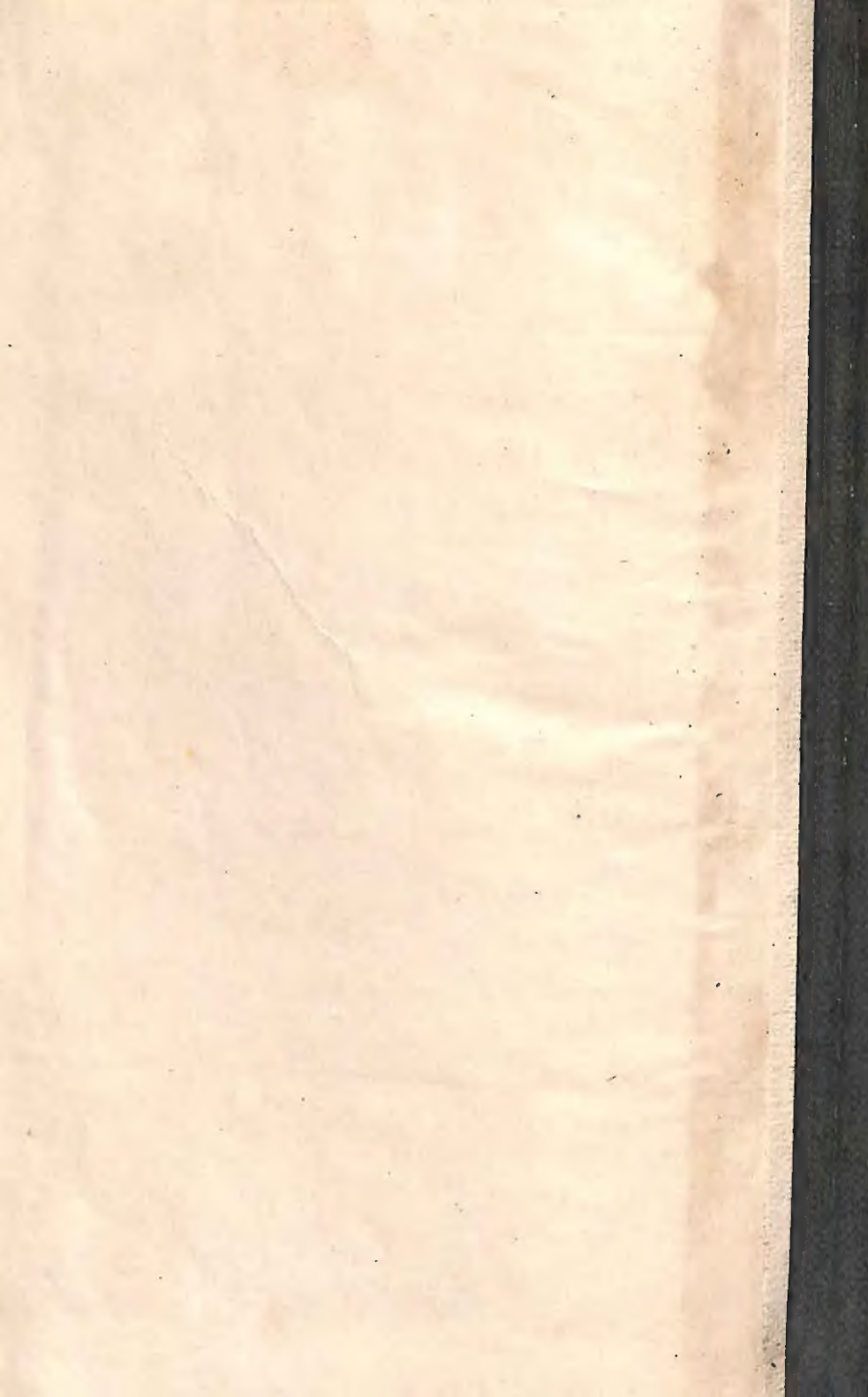
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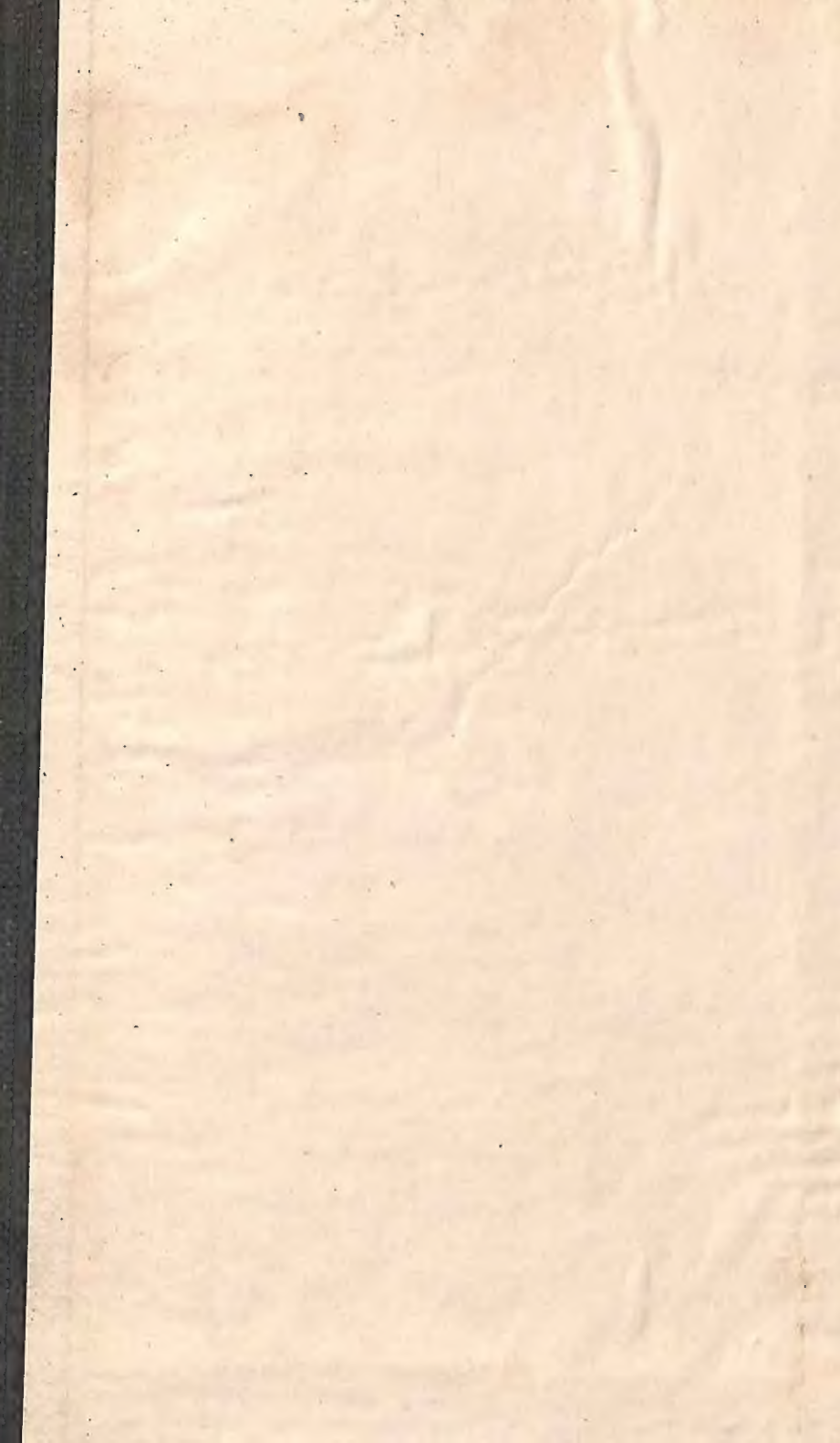
Signature of the Headmaster/Headmistress.





N° 3.





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